1. **Title of the module**

DIGM5740 (EL574) Designing Media Environments

1. **School or partner institution which will be responsible for management of the module**

Engineering and Digital Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

Visual Culture (EL338)

Moving Image (EL342)

Creativity in Interactive and Tangible Media (EL542)

1. **The programmes of study to which the module contributes**

BA in Digital Arts

BA in Digital Arts with a Year in Industry

MArt in Digital Arts

MArt in Digital Arts with a Year in Industry

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1. Have awareness of different contexts / environments where digital media are used.

8.2. Understand the relations between media and the environments where they are found.

8.3. Have developed technical skills in the production and conceptualisation of media artworks.

8.4. Document and reflect on processes applied in the development of media environments.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1. Use of Information and Communication Technology

9.2. Develop personal and interpersonal skills

9.3. Apply critical thinking, reasoning and reflection

9.4. Manage time and resources

9.5. Learn effectively for continuing professional development

1. **A synopsis of the curriculum**

This module introduces you to key aspects of media production building on the conceptual and critical skill you developed in the first year (photo/video editing, media analysis, programming). To achieve this, you will develop and produce artworks, learn to work with media ecologies and apply creative thinking.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Elwes, Catherine. 2015. Installation and the Moving Image. Columbia University Press
* Flusser, Vilem. 2011. Into the Universe of Technical Images. Minneapolis, MN: University of Minnesota Press.
* Licht, Alan. 2007. Sound art: beyond music, between categories. New York, N.Y.: Rizzoli Int. Publication.
* Margolis, Michael. 2012. Arduino cookbook. Beijing, Farnham: O'Reilly.
* Penz, Francois and Maureen Thomas (eds). 2013. Architectures of Illusion: From Motion Pictures to Navigable Interactive Environments. Intellect.
* Reas, Casey and Ben Fry. 2016. Processing: a programming handbook for visual designers and artists. Cambridge, Mass.; London: MIT Press.
* Stern, Nathaniel (ed). 2013. Interactive Art and Embodiment: The Implicit Body as Performance. Canterbury, Gylphi Limited.

1. **Learning and teaching methods**

Total contact hours: 40

(should be called independent study) Private study hours: 260

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

* 25% coursework - audio work
* 25% coursework - video work
* 20% - group coursework (15%) + peer assessment (5%)
* 30% - group coursework (25%) + peer assessment (5%)
  1. **Reassessment methods**

Reassessment instrument: like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x |
| Lectures | x | x |  |  |  |  | x |  |  |
| Tutorial lectures | x |  | x |  |  |  |  |  |  |
| Workshops |  | x | x |  |  |  |  | x |  |
| Seminars |  | x |  |  |  | x | x |  |  |
| Tutorials |  |  |  | x |  | x |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Audio library |  |  | x |  |  |  |  | x |  |
| Video library |  |  | x |  |  |  |  | x |  |
| Proposal | x | x | x |  | x | x |  | x | x |
| Report | x | x |  | x | x |  | x |  |  |
| Peer assessment |  |  |  | x |  | x |  | x |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Lectures will introduce artworks produced by international artists or included in international exhibitions.

Occasional guest lectures/lecture tutorials/workshops by digital artists with international projection.

Hands-on experience with applications used in international contexts (e.g. education, exhibitions, events).

Multicultural cohort of students supporting each other and working in groups.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
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Revised FSO Jan 2018