

MODULE SPECIFICATION

Part 1: Information			
Module Title	Practical Experiments in Interactivity and Immersion		
Module Code	UALAWG-30-M	Level	M
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	Lens and Moving Image
Department	Film and Journalism		
Contributes towards	MA Virtual Reality (Compulsory)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	Not applicable		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>The aim of this module is to introduce students to the fundamentals of various platforms so they may be able to begin to critically evaluate the attributes and affordances of each in relation to effective audience engagement and storytelling. It also serves as a boot-camp for developing VR projects: students learn a fluency in the technical aspects of content creation for virtual reality, providing them with a vocabulary to successfully produce and/or direct virtual, augmented, and mixed reality projects, while also gaining a working understanding of the tools, technical specifications, practices and skills required for emerging media projects.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Affordances of emerging reality platforms, e.g. static vs. room-scale, virtual spaces vs. 360, experiential vs. narrative, monoscopic vs. stereoscopic. • Principles of experience and interaction design • 360 Filmmaking: shooting, stitching, editing, sound design • Production workflows, file formats, technical specifications • Fundamentals of Unity 3D Game Engine for VR project development • Spatialized Sound, binaural recording • Tangible and Physical Experiences/ Motion Capture/ Spatial Tracking <p>This module is presented as a number of creative technology seminars and practical workshops, introducing students to a series of production tools and methods used to produce VR, AR, and MR. Aspects of seminar teaching may be delivered with the Faculty of Engineering and Technology, for example with MSc Commercial Games Development programme. Introducing mixed cohorts of students to emerging topics and technologies for Virtual, Augmented, and Mixed Reality will build the potential for interdisciplinary collaborations, enhancing the</p>

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student experience. Students will further be introduced to genres of immersive storytelling (documentary, interactive installation, playable experiences, design tools, narrative experiences), and the current state of the art via industry panels and talks.

Part 3: Assessment

Assessment Strategy

The principle of 'learning through making' is core to the learning strategies in the programme and the module engages students in creative practice by challenging them to design and prototype new forms of immersive story. The assessment type has been chosen to enable such outcomes as well as to provide flexibility in selecting appropriate and specific outputs and enables the student to demonstrate achievement across all the learning outcomes of the module. Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements and to support the monitoring of progress by tutors and students.

Students will be assessed using the following broad criteria, details of which will be developed in the Module Handbook and mapped against the module learning outcomes:

- Critical enquiry
- Research and development
- Audience engagement and storytelling
- Practical outputs
- Professional practice

Formative assessment

Students participate in the evaluation of presented work (their own and others') throughout the module. All students will be expected to contribute to the critical evaluation of fellow students' work. Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

Summative Assessment

Component A1: Portfolio (100%)

Detailed guidance for the assessment will be provided in the Module Handbook and assignment briefs. Examples of Portfolio contents are:

- Projects: practical experiments undertaken during the module
- *Research blog*: tracking recent developments in emerging media for immersive storytelling, from tools to projects, to critical analysis
- Presentation: a design document including final concept ideas, an early prototype and proposed workflow for projects identified for further development

Identify final timetabled piece of assessment (component and element)	Component A1	
	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Portfolio	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	

1. Individually negotiated Portfolio	100%																														
Part 4: Teaching and Learning Methods																															
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate genres, attributes and affordances of immersive storytelling 2. Utilise a range of technologies for the creation of VR/AR/MR from games and related fields of study, to contribute innovative projects that meet emerging industry needs and contribute towards the student's postgraduate portfolio. 3. Experiment with practical applications prototypes and techniques 4. Work collaboratively within a creative team to develop emerging projects 5. Scope and construct a design document, including storyboards and production schedule to complete a project 6. Critically evaluate the suitability of their prototypes in terms of research, methodology and implementation. 7. Effectively explain, discuss and document key technical aspects of immersive storytelling projects with fellow students, academics and project team members to scaffold the research and development process. <p>All assessed through Component A1.</p>																														
Key Information Sets Information (KIS)	<table border="1" data-bbox="525 972 1418 1373"> <thead> <tr> <th colspan="5" style="text-align: left;">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="635 1684 1313 1919"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading List	<p>The following list is indicative and will up-dated for publication as a reading list on http://readinglists.uwe.ac.uk and in the Module Handbook and as an on-line list on</p>																														

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	<p>Blackboard.</p> <p>Further Reading</p> <p>Beeson, J. (2015) Inside the Empathy Machine; VR, Neuroscience, Race, Journalism http://mediashift.org/2015/07/inside-the-empathy-machine-vr-neuroscience-race-and-journalism/</p> <p>Buxton, B. (2007) <i>Sketching User Experience: Getting the Design Right and the Right Design</i>. XX: Morgan Kaufmann.</p> <p>Laurel, B. (2013) <i>Computer as Theatre</i> (2nd Ed.) Boston: Addison-Wesley Professional.</p> <p>Jerald, J. (2015) <i>The VR Book: Human-Centered Design for Virtual Reality</i>. San Rafael: Morgan & Claypool Publishers.</p> <p>Moggridge, B. (2007) <i>Designing Interactions</i>. Cambridge, MA: MIT Press.</p> <p>Parsini, T. (2015) <i>Learning Virtual Reality: Developing Immersive Experiences and Applications for Desktop, Web, and Mobile</i>. Sebastopol, CA: O'Reilly Media.</p> <p>Sutherland, I. (1965) Augmented Reality, The Ultimate Display</p> <p>On-line resources</p> <p>Virtual Reality Filmmaking: http://stateofvr.com/ UX of VR www.uxofvr.com Design Practices in Virtual Reality uxdesign.cc</p>
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First CAP Approval Date	31 May 2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	Link to MIA 10660