

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Virtual Reality Story Lab		
Module Code	UALAWJ-60-M	Level	M
For implementation from	September 2018		
UWE Credit Rating	60	ECTS Credit Rating	30
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>In this module, students experiment with new forms of storytelling with the aim of shaping the field of immersive storytelling through longer form project development. Building on story ideas and initial prototypes developed in the first trimester modules, students are encouraged to consider new interfaces and interactions for immersive storytelling experience.</p> <p>Students may explore stories for a wide variety of fields and applications, such as: factual/documentary, fiction, installation art, playful experiences, tangible story-worlds or sound-based virtual projects. Students will be expected to ideate, iterate and complete an immersive storytelling project for one VR/AR/MR platform. <i>Students will work both individually to research and ideate, and collaboratively to complete projects and achieve specified learning outcomes.</i></p> <p>Industry partners contribute to delivery through workshops on emerging topics in the VR industry, including best practices, ethics, and future visions. They may also propose design briefs for research and development, alongside those from local or national media companies who have an interest in exploring virtual reality projects. In this way, students gain professional practice insights first-hand, enabling them to consider a variety of career paths and build a relevant and effective creative, technical and transferable skillset that will prefer them for employment in a rapidly expanding, cutting-edge industry.</p> <p>Students must articulate a research question and work in way that is largely self-directed with guidance from an academic supervisor in order to create a project design and production plan. Students may take this project forward into the final module or use their learning to inform their vision for a new project to be created in the final module of the award.</p>
Part 3: Assessment

**Assessment Strategy**

The principle of 'learning through making' is core to the learning strategies in the programme. The assessment type has been chosen to enable students to engage in experimental creative practice by challenging them to design, prototype and evaluate new forms of immersive story.

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: Presentation and Project (50%)

Component A2: Portfolio (50%)

Detailed guidance for the assessment will be provided in the Module Handbook and. Indicative contents are:

- Presentation: an approx. 20 minute of prototype experience and the work itself
- Portfolio: pre-production plans, treatments and practical prototype work and reflective journal, plus evaluative essay contextualising project and research (equivalent to 3,000 words)

Identify final timetabled piece of assessment (component and element)	Component A2	
	<b>A:</b> 100%	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Presentation and Project	50%	
2. Portfolio	50%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Individually negotiated Portfolio	100%	

<b>Part 4: Teaching and Learning Methods</b>																															
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify a suitable project for development for an identified audience (A1, A2);</li> <li>2. Sustain substantial project development from ideation to completion (A1);</li> <li>3. Select, and/or design and experiment with new interfaces and interaction design, tools and techniques for an emerging storytelling application project (A1);</li> <li>4. Make informed choices for a storytelling objective that address a specific research question and/or design brief (A1, A2)</li> <li>5. Realise a project that is technically proficient (A1)</li> <li>6. Present a project that speaks to and engages an identified audience (A1);</li> <li>7. Critically assess in writing the application of immersive storytelling experience (A2);</li> <li>8. Effectively practice a range of soft skills, including collaboration, negotiation and complex problem-solving (A1).</li> </ol>																														
Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center; border: 2px solid black;">60</td> </tr> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 20%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 25%;">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">600</td> <td style="text-align: center;">150</td> <td style="text-align: center;">450</td> <td></td> <td style="text-align: center;">600</td> </tr> <tr> <td colspan="5" style="text-align: right; text-align: center;"></td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									60	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	600	150	450		600					
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <thead> <tr> <th colspan="2" style="text-align: left;">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>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%																				
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ACADEMIC SERVICES

Reading List	<p>The following list is indicative and will up-dated for publication as a reading list on <a href="http://readinglists.uwe.ac.uk">http://readinglists.uwe.ac.uk</a> and in the Module Handbook and as an on-line list on Blackboard.</p> <p><b>Further Reading</b></p> <p>Bolter, J. D., Grusin, R., &amp; Grusin, R. A. (2000). <i>Remediation: Understanding new media</i>. Cambridge, MA: MIT Press.          Manovich, L. (2002). <i>The Language of New Media</i>. Cambridge, Mass.: MIT Press.          McCloud, S. (1994). <i>Understanding Comics: The Invisible Art</i>. New York: Harper Paperbacks.          Murray, J. (1997). <i>Hamlet on the Holodeck</i>. Cambridge, MA: The MIT Press.          Rose, F. (2012). <i>The art of immersion: How the digital generation is remaking Hollywood, Madison Avenue, and the way we tell stories</i>. New York: W.W. Norton &amp; Company.          Turkle, S. (1984). <i>The Second Self: Computer and the Human Spirit</i>. Cambridge, MA: The MIT Press.</p> <p><b>Web Resources</b></p> <p>Narrative as Virtual Reality 2 <a href="https://jhupbooks.press.jhu.edu/content/narrative-virtual-reality-2">https://jhupbooks.press.jhu.edu/content/narrative-virtual-reality-2</a>          The Language of VR <a href="https://medium.com/the-language-of-vr">https://medium.com/the-language-of-vr</a>          The Ultimate Beginners Guide to Virtual Reality Storytelling <a href="http://uploadvr.com/ultimate-guide-vr/">http://uploadvr.com/ultimate-guide-vr/</a>          Virtual Reality Filmmaking: <a href="http://stateofvr.com/">http://stateofvr.com/</a></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	<a href="#">Link to MIA 10660</a>