Glasgow School of Art Course Specification
Course Title: BSc Immersive Systems Design Studio 3

Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.

Course Code:	HECOS Code:	Academic Session:
UISD301		2023-24

1. Course Title:
BSc Immersive Systems Design Studio 3

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG August 2022	School of Innovation and Technology	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
60	9	Sandy Louchart

8. Associated Programmes:
BSc Immersive Systems Design

9. When Taught:
Semesters 1 & 2

10. Course Aims:

In studio, students are provided with a range of briefs and, through a scaffolded process, develop their own solutions and systems to meet those briefs. Students will apply the basic knowledge and skills gained in taught courses, and develop and consolidate their knowledge and skills through a range of projects, building towards a portfolio of work.

- To explore through practice the state-of-the-art aspects in 3D modelling, user experience and smart technologies.
- To understand the scope and defining features of user experience and immersion.
- To practically design and manage the development of immersive systems to a brief.
- To develop a critical understanding of current issues in immersion, user experience and 3D modelling

11. Intended Learning Outcomes of Course:

By the end of this course students will be able to:

Knowledge and Understanding

- Demonstrate through practice specialist and up-to-date knowledge embedded in the main theories, concepts and principles of immersion and interactive experiential systems.

- Demonstrate a critical understanding of user experience in interactive settings.
- Demonstrate a critical understanding of the range of approaches available in the assessment of immersive user experiences.
- Demonstrate though practice a critical understanding of research processes in immersive system development.

Practice: Applied Knowledge, Skills and Understanding

- Apply knowledge, skills and understanding in 3D interactive visualisations and user-based adaptation within professional level contexts.
- Gather user data from immersive systems development for enquiry and/or research.
- Conceptualise interactivity for immersive experiential outputs using a few skills and techniques that are specialised and/or advanced.

Generic Cognitive Skills

- To practice routine methods of enquiry in the design of smart technologies.
- Exercise autonomy and initiative in developing complex immersive systems (e.g. planning, organisation, management, communication).

Communication, ICT and Numeracy Skills

- Present and convey formally and informally complex ideas, information and work comprehensibly in visual, oral and written forms.
- Use a range of ICT applications to support and enhance the management and development of creative immersive systems.
- Interpret, use and evaluate numerical and graphical data to assess and formulate technological solutions for specified domain applications.

12. Indicative Content:

Learning in Studio 3 is structured through a series of practical projects and briefs, supplemented by tutorials, talks and discussions.

Immersive Systems projects and briefs will cover:

- Reflective and critical practice on conceptualising routine and advanced issues in user interaction (e.g. cognitive load).
- Design practice for real-time interactive projects.
- Design and implementation of an immersive 3D application.

The projects will provide students with experience of:

- Creative practice in the development of a 3D immersive experience and its critical assessment.
- Creative development of an interactive multi-modal project.
- Critically evaluate user interaction and design in a live project.

Studio activities are supplemented by lectures and practical sessions to provide further support for developing the basic techniques and methodologies for conceptualising user interaction, and to support reflection on immersive systems.

13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Portfolio of work	Studio Work Portfolio	100	Portfolio of work developed over duration of Studio, final submission in week 27.

13.1 Please describe the Summative Assessment arrangements:

Students will be given a series of practical project briefs for individual and small group work, under tutor guidance. Work will be assessed through a combination of student presentations, process journals and/or written reports, and tutor evaluations of finished coursework.

14. Description of Formative Assessment Methods:

Engagement with formative assessment is a mandatory requirement.
Verbal feedback is given at tutorials. Verbal and written feedback is given at regular project and portfolio reviews, and through peer review.

14.1 Please describe the Formative Assessment arrangements:

Immersive systems tutorials are given weekly throughout the academic session.
Interim and final project reviews are arranged for each project, with peer review encouraged at interim evaluations.

Portfolio reviews will be conducted mid-way through the academic session.

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
148	500

15.1 Description of Teaching and Learning Methods:

Hackathon/GameJam
A Hackathon or GameJam is an event in which computer programmers and other developers collaborate intensively on a project to a set brief or theme intensively for a set period of time (e.g. 24 or 48 hours).

Supervised GameJams/Hackathons provide Immersive Systems students with thematic technology focussed exercises where students work in groups to engage intensively in game or interactive technology development.

Timetable: Lectures will take place on Mondays to introduce each project
Tutorials, workshops and supervised studio sessions will be scheduled on Tuesdays, Thursdays and Fridays to provide support and feedback on progress, with regular weekly reviews on Thursdays or Fridays.

16. Pre-requisites:

Successful completion of Stage 2 (or equivalent)

17. Can this course be taken by Exchange/Study Abroad students?	Yes
18. Are all the students on the course taught wholly by distance learning?	No
19. Does this course represent a work placement or a year of study abroad?	No
20. Is this course collaborative with any other institutions?	No

20.1 If yes, then please enter the names of the other teaching institutions:
N/A

21. Additional Relevant Information:
N/A

22. Indicative Bibliography:

Allan, A., Coleman, D. and Mistry, S., 2015. *Make: Bluetooth: Bluetooth LE Projects with Arduino, Raspberry Pi, and Smartphones*. 1 edition ed. Maker Media, Inc.

Hoile, C., Bowman, C., Meijer, S.D., Corteil, B., Orsini, L. and Mott, T., 2014. *Make: Raspberry Pi and AVR Projects: Augmenting the Pi's ARM with the Atmel ATmega, ICs, and Sensors*. 1 edition ed. Maker Media, Inc.

Koenitz, H., Ferri, G., Haahr, M., Sezen, D., Sezen, T., 2015. *Interactive Digital Narrative: History, Theory and Practice*: Routledge - ISBN: 1317668677

Rodgers, S., 2010. *Level Up! The Guide to Great Video Game Design*. 2nd Edition Wiley- ISBN: 978-1-118-87716-6

Juul, J., 2011. *Half-Real: Video Games Between Real Rules and Fictional Worlds*. Cambridge, Mass: MIT Press.

Brathwaite, B. and Schreiber, I., 2008. *Challenges for Game Designers*. 1st ed. Boston, MA: Delmar Publishing.

Vaughan, W., 2011. *Digital Modeling*. 1st Pap/DVD ed. Berkeley, Calif.: New Riders.

Wardrip-Fruin, N., Harrigan, P., 2003. *Second Person: New Media as Story, Performance and Game*: MIT Press - ISBN-13: 978-0262514187