

Glasgow School of Art Course Specification
Course Title: BSc Immersive Systems Design Studio 4

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:
UISD401D		2023-24

1. Course Title:
BSc Immersive Systems Design Studio 4

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG August 2023	School of Innovation and Technology	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
40	10	Sandy Louchart

8. Associated Programmes:
BSc Immersive Systems Design

9. When Taught:
Semesters 1

10. Course Aims:
<p>In this studio course, students will:</p> <ul style="list-style-type: none"> • explore through practice the state-of-the-art aspects of Immersive Systems in the chosen programme pathway specialism (e.g. 3D modelling, user experience, smart technologies, games) • develop personal portfolios of work that demonstrates and communicates the student's knowledge, understanding and applied skills in the chosen pathway • demonstrate professional level skills and critical thinking in envisioning, planning, and executing a body of work • experience and develop an understanding of studio environment dynamics through support, initiative and communication with peers

11. Intended Learning Outcomes of Course:
<p>By the end of this course students will be able to:</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge that integrates most of the principal main theories, concepts and principles of immersive systems with respect to the chosen pathway

- Demonstrate a critical understanding of principal theories, concepts and principles
- Demonstrate a detailed knowledge and understanding of the chosen specialism
- Knowledge and understanding of the ways in which the chosen specialism is developed and evolving

Practice: Applied Knowledge, Skills and Understanding

- Apply knowledge and understanding at the forefront of their chosen pathway specialism in the development of immersive systems.
- Apply knowledge, skills and understanding in executing a defined project (e.g. autonomous user-based adaptation) in immersive system within professional level contexts.
- Gather user data from immersive systems development for enquiry and/or research.

Generic Cognitive Skills

- Demonstrate some originality and creativity in cross-pollinating technical and conceptual knowledge/practice in a studio environment.
- Critically review and consolidate knowledge, skills and practices for interaction for immersive systems.
- Critically identify, define, conceptualise and analyse skills and techniques that are specialised in the student's chosen pathway.

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.
- Communicate with peers, senior colleagues and specialists (e.g. professionals, community engagement)

Autonomy, Accountability and Working with Others

- Exercise autonomy and initiative in developing complex immersive systems (e.g. planning, organisation, management, communication).
- Exercise significant managerial responsibility for the work of peers and studio resources.
- Practice in ways that show awareness of own and others' roles and responsibilities (i.e. collaborative work, peer-mentoring).
- Interpret, use and evaluate numerical and graphical data to assess and formulate technological solutions for specified domain applications.

12. Indicative Content:

Studio 4 is student led, tutor supported. Students develop their own project goals and briefs, in conversation with tutors and peers. Portfolios may be based around individual major works, or a collection of more minor work, and may be individual works produced alone or may involve collaborations of multiple students – where each individual has a clear and identifiable contribution.

E.g. A group of students might collaborate on the development of an immersive Virtual Reality project – with contributions from different students in game development, 3D modelling, user experience, and integration with external systems (smart technologies). This might be the main portfolio project for some students, but involve a smaller contribution from other students who have other works within their own portfolios.

Studio activities are supplemented by tutoring and discussions with guest speakers involving students with current professional practice and research directions in Immersive Systems.

13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Portfolio	Studio Work Portfolio	100	Week 12

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 periodically during the academic session. Portfolio reviews are conducted mid-way through the academic session.

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
80	400

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 3 (or equivalent)

17. Can this course be taken by Exchange/Study Abroad students?

No

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:

22. Indicative Bibliography:
<p>Birn, J., 2013. <i>Digital Lighting and Rendering</i>. 3rd ed. New Riders.</p> <p>Freeman, D., 2003. <i>Creating Emotion in Games: The Art and Craft of Emotioneering</i>. New Riders - ISBN-13: 978-1592730070</p> <p>Zimmerman, E., Salen, K., 2003. <i>Rules of Play: Game Design Fundamentals</i>: MIT Press – ISBN-13: 978-0262240451</p> <p>Fullerton, T., 2004. <i>Game Design Workshop: A Playcentric Approach to Creating Innovative Games</i>, 3rd Edition AK Peters, CRC Press- ISBN-13: 978-1482217162</p> <p>Hunicke, R., LeBlanc, M., Zubek, R., 2004. MDA: A Formal Approach to Game Design and Game Research. In <i>Proceedings of the Challenges in Games AI Workshop, Nineteenth National Conference of Artificial Intelligence, 2004</i> pp 1-5 http://www.cs.northwestern.edu/~hunicke/MDA.pdf</p> <p>Levy, J., 2015. <i>UX Strategy: How to Devise Innovative Digital Products that People Want</i>. Beijing ; Sebastopol: O'Reilly Media.</p> <p>McEwen, A. and Cassimally, H., 2013. <i>Designing the Internet of Things</i>. Chichester: John Wiley & Sons.</p> <p>Millington, I. and Funge, J., 2009. <i>Artificial Intelligence for Games</i>. 2nd ed. Burlington, MA: CRC Press.</p> <p>Wardrip-Fruin, N., Harrigan, P., 2003. <i>Third Person: Authoring and Exploring Vast Narratives</i>. MIT Press- ISBN-13: 978-0262232630</p> <p>Harteveld, C., 2011. <i>Triadic Game Design: Balancing Reality, Meaning and Play</i>. Springer editions – ISBN-13: 978-1849961561</p>