

CreaTe programme 2012-2013

This note contains new proposals for the first and the second year Creative Technology programme.

Previous proposals are listed (for the sake of completeness) after the new ones.

Key ideas behind the new proposal are

- to enhance the programming line, by moving Programming with Structures to block 2B of the first year (at the same time avoiding conflicts with web services), and
- to have a better balance between explorative units of the first and the second year, by moving Have Fun and Play! to block 2A of the second year

There still are lots of open problems, listed throughout the note (in a single sentence each).

Proposed CreaTe programme's first year for 2012-2013.

The floorplan of the current first year is in table 1, the courses are listed in table 2.

TABLE 1: THE COURSES OF THE FIRST YEAR IN 2012-2013¹

		study load in EC	teaching activities	assessment
196700610	We Create Identity	5	LPIpG	pPE
196700110	Smart Environments	3	LPIpG	pPE
196700020	Interactive Visualization	5	LPIp	pE
201100155	Living and Working Tomorrow	5	LPIpG	pPEO
201000194	Programming with Structures	5	LID	AO
201100176	Visual Communication	4	LPpl	p
196700210	Sketching for CreaTe	2	Llp	p
196700230	Designing in Context	2	LPpl	p
196700240	Human Factors	3		
196700410	Introduction to Computer Science	3	LPIG	pPE
201100177	Programming and Physical Computing	7	Llp	pO
196700120	Dynamical systems	6	LI	HO
201100131	Introduction to Mathematics and Modelling	6	Llp	pW
201100132	First year portfolio	4	I	p
	Year 1	60		

TABLE 2, PROPOSED FLOORPLAN OF THE FIRST YEAR

block 1A	block1B	block2A	block2B
(5 EC) We Create Identity	(3 EC) Smart environments	(5 EC) Living and working tomorrow	(5 EC) Programming with Structures
(4 EC) Visual Communication	(2 EC) Sketching	(2 EC) Designing in context	(3 EC) Human factors
(3+2 EC) Computer Science and Programming	(5 EC) Programming and Physical Computing	(3 EC) Interactive Visualization part 1	(2 EC) Interactive Visualization part 2
	(3+1 EC) Mathematical Modelling & Dynamical Systems	(4 EC) Dynamical Systems	(1+3 EC) Dynamical Systems & Mathematical Modelling
(1 EC) Portfolio 1	(1 EC) Portfolio 2	(1 EC) Portfolio 3	(1 EC) Portfolio 3

¹ The abbreviations in the columns Teaching activities and assessment are explained at the end of this note.

TABLE 3, THE COURSES OF THE SECOND YEAR IN 2012-2013²

		study load in EC	track	teaching activities	assess
A	Ambient Screens	5	All	LPIDG	DEP
201100117	Have Fun and Play!	5	All	LPIpG	pPE
B	Hybrid Worlds	6	All	LPIDG	DEP
201000196(G)	CE in Art, Science and Technology	2	All	A	A
C	3-D Modelling	3	All	LID	D
D	Advanced Graphic Design	3	All	LPID	D
E	Design Marketing	3	All	LPI	W
F	Business Management	4	All	LI	DP
G	Introduction to Electronics	4	ST	LA	AO
G	Introduction to telecommunication	4	ST	LA	W
G	Control Engineering	4	ST	LIA	W
G	Sensors	3	ST	LIA	
H(G)	Web Services	4	NM	LPID	DEP
I(G)	Virtual Collaboration	4	NM	LPID	DEP
J(G)	Game Development	4	NM	LPID	DEP
K(G)	<i>New Media</i>	3	<i>NM</i>		
201000195	Data-driven Applications	3	All	LA	A
L	Statistics and research methodology	5	All	LI	W
M	Signals and systems	3	All	LI	W
N	<i>Mathematics</i>	3	<i>All</i>		
P	Second year portfolio	2	All		
	Year 2	60			

Notes:

- A) Study load decreases to 5 EC (was 6,5)
- B) Study load decreases to 6 EC (was 7,5)
- C) Study load increases to 3 EC (was 2,5)
- D) Study load increases to 3 EC (was 2,5)
- E) It is not certain that this course can be given
- F) It is not certain that this course can be given
- G) The study load of the NM and ST courses will depend on the decision to let 201000196 continue or not
- H) New course
- I) New course
- J) Study load decreases to 4 EC (was 6)
- K) To be developed
- L) New course
- M) New course
- N) To be developed
- P) New course

² The abbreviations in the columns Teaching activities and assessment are explained at the end of this note.

TABLE 4, PROPOSED FLOORPLAN OF THE SECOND YEAR

block 1A	block1B	block2A	block2B
(5 EC) <i>Ambient Screens</i>	(3 EC) <i>Systems and Signals</i>	(5 EC) Have fun and play	(6 EC) Hybrid Worlds
(5 EC) Statistics and Research Methodology	(4 EC) <i>Design Marketing and Business management</i>	(3 EC) <i>Mathematics</i>	(3 EC) <i>Design Marketing and Business management</i>
	(3 EC) 3-D Modelling	(3 EC) Data driven Applications	(3 EC) Advanced Graphic Design
(4 EC) <i>Introduction to Electronics</i>	(4 EC) <i>Introduction to Communication Systems</i>	(4 EC) <i>Control Engineering</i>	(3 EC) Sensors
(4 EC) <i>Web Services</i>	(4 EC) <i>Game Development</i>	(3+1 EC) <i>New Media & Virtual Collaboration</i>	(3 EC) <i>Virtual Collaboration</i>
(2 EC) Creative Explorations in Art, Science and Technology			
(1 EC) Portfolio 5		(1 EC) Portfolio 6	

Note:

A course names in italics signals that there is still discussion about the contents and/or the study load of the course.

The Design Marketing and Business Management courses are scheduled for a study load of 7 EC in total (instead of 10 EC in the current transitional year), in blocks 1B and 2B. So they will have to be offered as new courses, for CreaTe only. Discussion with the NIKOS group has yet to start.

The Systems and signals course in the second quarter is in fact two courses: one for NM and one for ST. We are looking for a better name for Advanced Graphic Design, it is about story-telling and movie making.

In preparation of a future module based curriculum, I have cut the New Media track into 4 segments (there are 3 courses in the current transitional year). It is my intention that Game Development and Virtual Environments return in the new setting. I am not sure about contents, place and study load of web services.

TABLE 5, PREVIOUS FLOORPLAN OF THE FIRST YEAR

block 1A	block1B	block2A	block2B
(5 EC) We Create Identity	(3 EC) Smart environments	(5 EC) Living and working tomorrow	(5 EC) Have fun and play (project)
(4 EC) Visual Communication	(2 EC) Sketching	(2 EC) Designing in context	(3 EC) Human factors
(3+2 EC) Computer Science and Programming	(5 EC) Programming and Physical Computing	(3 EC) Interactive Visualization part 1	(2 EC) Interactive Visualization part 2
	(3+1 EC) Mathematical Modelling & Dynamical Systems	(4 EC) Dynamical Systems	(1+3 EC) Dynamical Systems & Mathematical Modelling
(1 EC) Portfolio 1	(1 EC) Portfolio 2	(1 EC) Portfolio 3	(1 EC) Portfolio 3

TABLE 6, PREVIOUS FLOORPLAN OF THE SECOND YEAR

block 1A	block1B	block2A	block2B
(5 EC) Statistics and Research Methodology	(5 EC) Ambient Screens	(3 EC) <i>Mathematics</i>	(6 EC) Hybrid Worlds
	(3 EC, B) Systems and Signals	(4 EC) Design Marketing and Business management	(3 EC) Design Marketing and Business management
(5 EC) Programming with Structures	(3 EC) 3-D Modelling	(3 EC) Data driven Applications	(3 EC) Advanced Graphic Design
(4 EC) Introduction to Electronics	(4 EC) Introduction to Communication Systems	(4 EC) Control Engineering	(3 EC) Sensors
(4 EC) Game Development	(4 EC) Web Services	(3+1 EC) New Media Course & Virtual Collaboration	(3 EC) Virtual Collaboration
(1EC) Portfolio 5		(1 EC) Portfolio 6	

ABBREVIATIONS FOR TEACHING ACTIVITIES AND ASSESSMENT

The abbreviations in the various tables must be read as follows.

For teaching activities

- L (Lectures) an expert speaker addresses the students.
- P (Presentations) the students address their fellow students.
- I (Interaction) questions are raised, discussed and answered, in collaboration between students and teacher.
- A (Assignments) Students work on assignments, under supervision of a teacher and/or assistant.
- D (Deliverable) a result is being produced, which can be demonstrated and observed; the product is more than mere text for reading.
- G (Group) students collaborate in a group.

For assessment

- W (Written) students participate in a session for a written examination.
- O (Oral) oral examination
- E (Essay) students hand in one or more essays.
- A (Assignments) students hand in (homework) assignments.
- P (Public defence) student give a presentation and (publicly) defend the results of an assignment
- D (Deliverable) students demonstrate the results of an assignment (a working prototype, a result to be analyzed and observed, not mere text)