



Module Title:

Self Directed Major Project

<i>Academic Yr</i> 11-12	<i>Level</i> Level 7	<i>Programmes on which offered</i> MA Creative Technology
<i>Credits</i> 60 Credits	<i>Duration</i> 12 weeks	

Staff

<i>Module Co-ordinator</i>	<i>Teaching Staff</i>	<i>Support Staff</i>
Prof. Paul Sermon	Prof. Paul Sermon Mr. Mathias Fuchs	Chris Warwick

Verification (external verification requires confirmation in writing [email OK] – please indicate who holds this)

<i>Verifier</i>	<i>Name</i>	<i>Confirmation held by</i>	<i>Date</i>
Internal 1	Prof. Paul Sermon		21/09/11
Internal 2	Dr. Mathias Fuchs		21/09/11
External	Prof. Martin Rieser		

Module Details

Rationale (from MS1):

This is the final project of the programme enabling the student to extend a specific research based project reflecting the methods of work and ideas developed throughout the programme. The module aims to create innovative and creative approaches and solutions. This module will allow students to engage in formulating research, ideas and strategies in the form of a major self directed project. It will identify their area of expertise within a technological medium and how to apply this to the needs of professional practice. It provides the student with an opportunity to co-ordinate and manage their own learning experiences and formulate this within a coherent project.

Module Aims:

- To encourage a broad range of projects that reflects the student intake.
- To enable students to realise innovative products.
- To develop students critical awareness within a chosen technological medium.
- To encourage creativity within all aspects of project development and implementation.
- To provide an opportunity to undertake and evaluate a major project

Module Learning outcomes (from MS1)

On completion of this module students should be able to:
 Create a fully realised piece of work or works that take into account the context in which it is located and its consequent audience or users.
 Demonstrate an indepth understanding and knowledge of their chosen technological area.
 Understand the importance of creativity and innovation in the design process.
 Apply critical and rigorous methods in managing and delivering innovative technological products.
 Describe a project and evaluate the outcome.

Transferable/Key Skills and other attributes (as indicated on MS1):

Communication	Working with others
Managing own learning	Information Technology
Problem Solving	

Risk Assessment:

<i>Date completed</i>	<i>Completed by</i>	<i>Special Instructions</i>
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Module Assessment Criteria (*select as appropriate*)

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|--------------------------|--------------------------------------------------|
| 1) Creativity | 6) Knowledge and understanding of subject matter |
| 2) Visual communication | 7) Team Working |
| 3) Written communication | 8) Critical judgement and analytical ability |
| 4) Oral communication | 9) Enquiry and use of sources |
| 5) Technical skills | |

Teaching Details

Module Programme (*content, dates, activities, Interim deadlines, lecture programme, reviews etc.*):

Teaching and Learning Methods

* Personal tutorials at key stages to evaluate and monitor agreed targets and deadlines.

* Seminar presentations at key stages to support findings and group feedback.

Individual tutorials and seminars are arranged by the teaching staff over the summer between June and September in accordance with the individual student requirements.

Planning and coordination guidance for the final show is given at the end of August and the beginning of September

The tutors will support the students in presenting their final work in a final show that will publicly exhibit the work of MA Creative Technology and MSc Creative Games students.

This show will give the students the chance to organize a professional show and present their work there for peer students, parents university staff and the public.

Assignment Details (*project outline, essay questions etc.*)

Students will be expected to complete a Final Masters project during the duration of the module. Individual tutorial guidance and support will be given at both a practical and theoretical level. Students will be expected to present their projects at the end of the module together with the submission of a written project report.

Assessment Criteria:

The ability to demonstrate an in depth knowledge of their chosen research area

An advanced understanding of the role and function of creative technology and its implementation.

Information gathering, communication, project management, research methods and creative techniques.

Skills in the planning, implementation and critical evaluation of creative technology.

Creative Practice

Assessable Work

<i>Deliverable</i>	<i>Weight</i>	<i>Deadline</i>	<i>Hand in Location</i>	<i>Specific Assess Crit</i>
Project	70%	TBC	Turnitin/MC 3.18	
<i>Feedback available</i>	<i>Date:</i>	<i>Method: e.g. Blackboard, tutorials FB1</i>		
Report (3000 words)	30%	TBC	Turnitin/MC 3.18	
<i>Feedback available</i>	<i>Date:</i>	<i>Method: e.g. Blackboard, tutorials FB1</i>		
or	%			
<i>Feedback available</i>	<i>Date:</i>	<i>Method: e.g. Blackboard, tutorials</i>		
Dissertation	100%	TBC	Turnitin/MC 3.18	
<i>Feedback available</i>	<i>Date:</i>	<i>Method: e.g. Blackboard, tutorials</i>		

Indicative texts and/or other learning materials/resources (*please use Harvard system*):

The Post Human Condition. By Robert Pepperell. Intellect 1997 ISBN 1-871-516455
 Postmodern Currents: Art and Artists in the Age of Electronic Media, Second Edition. By Margot

Lovejoy. Prentice Hall 1997 ISBN 0-13-158759-5

The Medium Is the Message: An Inventory of Effects. By Marshall McLuhan, and Quentin Fiore. Hardwired ISBN 1-88886902-X

The Great Mambo Chicken and the Transhuman Condition. By Ed Regis Penguin Books 1990 ISBN 0-14-014965-1

Critical Issues in Electronic Media. Edited by Simon Penny. State University of New York Press 1995 ISBN 0-7914-2318-2

Teletheory - Grammatology in the Age of Video. By Gregory Ulmer. Routledge 1989 ISBN 0-415-90121-9

The Culture Society - Art, Fashion and Popular Music. By Angela McRobie. Routledge 1999 ISBN 0-415-13750-0

Understanding Media - The Extensions of Man. By Marshal McLuhan MIT Press 1994 ISBN 0-262-63159-8

ACADEMIC GOOD CONDUCT

The University makes awards to students that properly reflect your achievement. Unless instructed otherwise, you are expected to work on your own and to ensure that material you submit for assessment does not contain the work of others, except for properly referenced sources where appropriate. The University takes a very serious view of any attempt to gain unfair advantage from the work of others. The use of unfair means in any assessment is likely to result in severe penalties. Gaining unfair advantage can take many forms such as:

a) Plagiarism

Plagiarism involves taking the work of another person or source and using it as if it were your own, for example written work, ideas, musical compositions, computer programs, laboratory or survey results, diagrams, graphs, drawings and designs.

b) Collusion

Collusion involves working with others on tasks that should be carried out on an individual basis. Collusion should not be confused with collaborative work which is sometimes used as a means of learning. It will be clearly stated when collaborative work is permitted in an assessment. Unless advised otherwise, any work which you submit for assessment must be produced by you on an individual basis.

c) Falsifying experimental or other investigative results

This could involve a range of things that make it appear that information has been collected by scientific investigation, the compilation of questionnaire results, etc. whereas in reality it has been made up or altered to provide a more favourable result.

d) Taking unauthorised material (including electronic devices) into an examination

This involves deliberately taking in materials or electronic device of any sort, not specifically permitted, that could be used to gain advantage, whether you use it or not.

e) Contracting another to write a piece of assessed work

This involves any means whereby a person does work on behalf of another. It includes assessments done for someone else in full or in part by a fellow student, a friend or family member. It includes sitting an examination for someone else. It also covers obtaining material from Internet 'cheat sites' or other sources of work. Penalties for this type of unfair means are likely to apply both to a student who does work on behalf of another and one who has work done for him/her.

Particular care should be taken with regard to poor referencing. If you use work which has been produced by other people within an assignment you will need to ensure that you acknowledge or reference the source of the work. Marks may be deducted for poor referencing. If poor referencing is extensive throughout a piece of work it could appear that you are trying to claim credit for the work and you may be deemed to have committed plagiarism.

For further details on the University's policy of Academic Good Conduct, please refer to www.academic.salford.ac.uk/aqa/sections/28_conduct_assessed_work.pdf

Completed PA2 forms should be uploaded to the module area on Blackboard for distribution to students – for help contact the School Office