

Getting to Know Your Neighbourhood During Lockdown: A Level 7 Multimedia Project Course

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Keywords

Prototyping, Authentic Learning Activities, Student Engagement

Abstract

The level seven multimedia project course at Ara Institute of Canterbury usually requires students to interview a client, define a problem and develop a series of prototypes with the aim of eventually meeting the needs of the client.

With much of the course taking place during level 4 lockdown, the meeting with clients would have proved problematic and would have also proved problematic in level 3 and to a lesser extent in level 2. A solution to this issue was to modify the assessment so that students would develop a “Virtual Neighbourhood Tour”.

The purpose of this paper is to present how the course was organised and the processes that were used to engage the students throughout the course. A brief literature review is presented that covers prototyping concepts, authentic learning activities, and the use of technologies to enhance student engagement.

A description of how the project course was structured and delivered is included along with how it relates to the concepts of prototyping to discover user needs (Martin, Brown, De Hayes, Hoffer & Perkins, 2002; Strode & Clark, 2007; de Vries, McCarthy, Nesbit, Mack & Reilly, 2012), authentic learning activities (Reeves, Herrington & Oliver, 2002), and student engagement (Fredricks, Blumenfeld & Paris (2004).

The way in which the paper is presented is consistent with the concept of reflective practice (Ganly, 2018). Conclusions highlight the success of the delivery and running of the course in this context including the engagement of the students and the products that were produced.

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