

Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area Design
Fiscal Unit/Academic Org Design - D0230
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3106
Course Title Introduction to Experiential Media Design
Transcript Abbreviation IntroXMD 3106
Course Description Introduces practices for the creation of media-based experiences that engage the senses. Practice with methods for technologically and conceptually innovative, efficient, and descriptive prototyping and expanded graphics software skills development while learning new affordances of experiential media.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory
Grade Roster Component Laboratory
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 10.0304
Subsidy Level Baccalaureate Course
Intended Rank Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Practice the processes of iterative prototyping.
- Create assets and environments using industry standard software.
- Understand experiential media tools and technology, including their roles in the creation, reproduction, and distribution of information.
- Recognize, describe and respond to intended audiences and contexts.
- Understand media design history, theory, and criticism from a variety of perspectives.
- Critique and analyze media design works.

Content Topic List

- Projection mapping; storytelling; information visualization; presentation techniques; interaction design; engagement; stakeholder needs; usability design

Sought Concurrence

Yes

Attachments

- DESIGN3106IntroExperientialMediaDesign.pdf: Syllabus
(Syllabus. Owner: Beecher, Mary Anne)
- ACCAD_concurrence.pdf: Concurrence
(Concurrence. Owner: Beecher, Mary Anne)
- Art_concurrence.pdf: Concurrence
(Concurrence. Owner: Beecher, Mary Anne)
- CSE_concurrence.pdf: Concurrence
(Concurrence. Owner: Beecher, Mary Anne)
- TFMA_concurrence.pdf: Concurrence
(Concurrence. Owner: Beecher, Mary Anne)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beecher, Mary Anne	08/24/2023 12:31 PM	Submitted for Approval
Approved	Munch, Fabienne	08/24/2023 05:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2023 10:56 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/19/2023 10:56 AM	ASCCAO Approval

Design 3106: Introduction to Experiential Media Design

Instructor	<i>Name</i>
Contact	<i>name.#@osu.edu, office room/building, office hours</i>
Semester	<i>AU 2025</i>
Location/Time	<i>room/building, meets 2x/week for 2 hr. 40 minutes each meeting</i>
Format	Lab, 3 credits
Prerequisites	none
Description	Introduces practices for the creation of media-based experiences that engage the senses. Practice with methods for technologically and conceptually innovative, efficient, and descriptive prototyping and expanded graphics software skills development while learning new affordances of experiential media.

Course Goals

Upon completion of **this course**, students should be able to do the following:

1. Build collaborative and individual working practices
2. Practice the processes of iterative prototyping
3. Create assets and environments using industry standard software and practices
4. Explore experiential media tools and technology, including their roles in the creation, reproduction, and distribution of information
5. Recognize, describe, and respond to intended audiences and contexts
6. Practice informed critique and analysis of experiential media design works
7. Build a portfolio site and document project outcomes

Associated Program Learning Outcomes

Upon completion of the **XMD program**, students should be able to do the following:

1. **Design of Experiential Media:**

- **Identify** design opportunities and respond with functioning prototypes to demonstrate innovative and engaging experiential media concepts. *Associated course goals: (1) and (4)*
- **Demonstrate** practice of the processes for the development and coordination of digitally based design strategies (for example, storyboarding, prototyping, concept mapping, and the use of scenarios and personas). *Associated course goals: (2) and (3)*
- **Employ** the use of concepts related to the visual, spatial, sound, motion, interactivity, coding, and temporal elements/features of technology in the creation and application of quality experiential media design. *Associated course goals: (2)*

- **Create** experiential media environments that are technically proficient, aesthetically engaging, and conceptually sophisticated. *Associated course goals: (1), (2), (3) and (4)*
- 2. Critical Thinking and Analysis:**
- **Evaluate** works of creative technology in terms of their formal, conceptual, ethical, historical, and social impacts. *Associated course goals: (4), (5) and (6)*
 - **Apply** fundamental critical thinking skills to the analysis and interpretation of experiential media projects with particular attention to user-centered practices. *Associated course goals: (4), (5) and (6)*
 - **Appraise** the context and implication of one's own work with regard to social responsibility. *Associated course goals: (3) and (4)*
 - **Organize** and represent content structures in ways that are responsive to technological, social, and cultural systems. *Associated course goals: (1) and (4)*
 - **Correlate** what is useful, usable, effective, and desirable with respect to user/ audience-centered digitally and physically based experiences. *Associated course goals: (3) and (4)*
- 3. Adaptability:**
- **Integrate** new media technologies with traditional media in the creation of tangible experiential media experiences. *Associated course goals: (1) and (3)*
 - **Demonstrate** problem-solving and collaborative skills in both technical and creative arenas in ways that enhance the ability to work successfully on teams and to organize collaborations among people on teams. *Associated course goals: (1)*
- 4. Professional Practice:**
- **Employ** both verbal and visual aspects of communication in the presentation of resulting creative works. *Associated course goals: (5), (6) and (7)*
 - **Present** and **defend** work from an informed conceptual, ethical, historical, and social point of view. *Associated course goals: (5), (6) and (7)*
 - **Market** and **promote** one's work through portfolio development. *Associated course goals: (7)*

Course Methodology

This course will consist of lectures and demonstrations and hands-on studio production work for individual and group work during class hours. Students will complete assignments and exercises designed to aid in learning topics and techniques and evaluation of progress.

Students are expected demonstrate satisfactory achievement of course objectives through the fulfillment of course projects and by contributing to class discussions and critiques. Students are expected to seek and apply their own unique creative voice to all course assignments and projects.

Course Projects and Process: Each of the course projects will be broken down into weekly graded process steps. To be successful in the course, students will need to complete process steps for each project. Placing a value on completing the process steps addresses two pedagogical issues: 1) it helps students to learn and value the production steps necessary for making immersive media; 2) it realigns the grading to value both process and outcome, by distributing the grading throughout all phases of production.

Assignments

See *Calendar of Topics and Project Briefs* distributed in class for further details.

Project One: Visual Transformation with Projection Mapping

Projection mapping fits images onto a 3D model of a surface, giving the impression that they are painted on surfaces. For this project you will be assigned a pre-existing physical space that you will transform with projection mapping to create two distinct and genre specific environments.

Project Two: Interaction Design

Combine a physical element with a digital interaction or trigger that creates an unexpected and contextually relevant interaction for a user.

Project Three: Informal Learning Engagement

Working in teams of three, students will design and prototype a small-scale interactive system for informal learning that fits the context of an informal learning venue, for example: COSI, National Veterans Memorial, Underground Railroad Museum, Columbus Museum of Art, which leverages the affordances of media and defined stakeholder learning goals.

Portfolio Site

Students will establish an online portfolio site for their design work in XMD. This site will be a documentation site for work done in this course as well as major courses in future semesters.

Reading and Viewing Materials

Online e-book OSU Library

- Barry Johnson, *Making Dinosaurs Dance: A Toolkit for Digital Design in Museums*.

Students may also receive reading and viewing materials during the semester via Carmen. There will be an assortment of collected materials, short papers, and media to view covering a wide range of experiential media projects, emerging developments in the field and related materials.

Grading

Evaluations for each project deliverable will consist of a numerical grade following the grading scale listed below.

Type	Description	Point Value
Project 1	Visual Transformation with Projection Mapping	
Process Step 1	Proposal and Concept Development	5
Process Step 2	Asset Building & Prototype	5
Process Step 3	Refined Prototype	10
	Presentation Prototype	20
Project 2	Interaction Design	
Process Step 1	Proposal and Concept Development	5
Process Step 2	Asset Building & Prototype 1	5
Process Step 3	Refined Prototype 1	5

Process Step 4	Refined Prototype 2	5
	Presentation Prototype	20
Project 3	Informal Learning Engagement Design	
Process Step 1	Proposal and Concept Development	5
Process Step 2	Asset Building & Prototype 1	5
Process Step 3	Refined Prototype 1	5
Process Step 4	Refined Prototype 2	5
	Presentation Prototype	20
Portfolio website	Documentation	30
	Total	150

Grading Scale

142-150 A	133-131 B+	117-114 C+	101-97 D+
141-135 A-	129-125 B	113-109 C	96-90 D
	123-118 B-	108-102 C-	below 90 E

Work evaluations fall within four equally weighted categories. Excellence in each of these categories constitutes a grade of "A": **Degree of exploration • Degree of resolution • Quality, depth, and synthesis of research • On-time completion.**

Grading Policy

To receive a passing grade in the course, students must demonstrate satisfactory achievement of course learning objectives through fulfillment of course assignments and by contributing to class discussions. Adherence to deadlines is expected. It is the individual student's responsibility to keep track of the goals and deadlines and to present the work to the class and instructor on the specified dates. All assignments must be completed and turned in to receive a passing grade in the course.

Late or missed goals will be graded as follows:

- An assignment turned in after the original due date but by the start of the next class will have the grade reduced 10%
- An assignment turned in after the original due date and after the subsequent next class start time but before the start time of the 3rd subsequent class (1 week) will have the grade reduced 30%
- Late assignments turned in more than 4 classes (2 weeks) past the original due date will receive a grade (D).

Attendance Policy

All students are required to be on time and in attendance for each class. Arrive less than 10 minutes late to be counted as present. Four (4) absences will lower a final grade by 1/3 a letter. Five (5) absences will lower a final grade by one letter. Six (6) absences will result in a failing grade ("E") for the course. The need for excused absences should be discussed with the instructor (e.g., your own illness, family illness

or death, conference presentations) **Do not come to class if you are feeling ill, have a temperature or have been told to isolate or quarantine. Let me know if you are ill and you will be excused without penalty.**

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodation, I request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodation so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Help for Distressed Students

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support, and advocacy. This service is free and confidential.

Religious Statement

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements, or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Academic Misconduct Statement

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Calendar of Topics and Assignments

Week 1

Topic: Introduction, Overview, Resources. Hardware and software overview
Assignment/Project: Project 1, *Visual Transformation with Projection Mapping* **ASSIGNED**
Readings: Barry Johnson, *Making Dinosaurs Dance: A Toolkit for Digital Design in Museums*, Chapt. 1, pgs. 1-13

Week 2

Topic: Projection Mapping Techniques
Assignment/Project: Project 1 *Visual Transformation with Projection Mapping* – Proposal & Concept
Readings: Discussion of previous week's reading

Week 3

Topic: Projection Mapping Techniques
Assignment/Project: Project 1, *Visual Transformation with Projection Mapping* - Rough Prototype **DUE**
Readings: Barry Johnson, *Making Dinosaurs Dance: A Toolkit for Digital Design in Museums*, Chapt. 2 pgs. 15 - 39

Week 4

Topic: Storytelling and Information Visualization with Projection Mapping
Assignment/Project: Project 1, *Visual Transformation with Projection Mapping* - Revised Prototype **DUE**
Readings: Discussion of previous week's reading

Week 5

Topic: Presentation Techniques
Assignment/Project: Project 1, *Visual Transformation with Projection Mapping* **DUE**
Readings: Barry Johnson, *Making Dinosaurs Dance: A Toolkit for Digital Design in Museums*, Chapt. 3, pgs. 41-78
Assignment/Project: Project 2, *Interaction Design* **ASSIGNED**
Portfolio Site check-in: wireframe of site due

Week 6

Topic: Designing for Interaction
Assignment/Project: Project 2, *Interaction Design* – Proposal & Concept
Readings: Discussion of previous week's reading

Week 7

Topic: Designing for Interaction
Assignment/Project: Project 2, *Interaction Design* – Rough Prototype 1
Readings: Barry Johnson, *Making Dinosaurs Dance: A Toolkit for Digital Design in Museums*, Chapt. 4, pgs. 79 - 111

Week 8

Topic: Types of Interaction
Assignment/Project: Project 2, *Interaction Design* – Refined Prototype 1

Readings: Discussion of previous week's reading
Portfolio Site check-in: content for first project is documented on site

Week 9

Topic: Designing for Engagement
Assignment/Project: Project 2, *Interaction Design* – Refined Prototype 2
Readings: Barry Johnson, *Making Dinosaurs Dance: A Toolkit for Digital Design in Museums*, Chapt. 5, pgs. 113-135

Week 10

Topic: Informal Learning and Interaction Design
Assignment/Project: Project 2, *Interaction Design* **DUE**
Readings: Discussion of previous week's reading
Assignment/Project: Project 3, *Informal Learning Engagement* **ASSIGNED**

Week 11

Topic: Informal Learning and Interaction Design
Assignment/Project: Project 3, *Informal Learning Engagement* – Proposal & Concept
Readings: Barry Johnson, *Making Dinosaurs Dance: A Toolkit for Digital Design in Museums*, Chapt. 6, pgs. 137-160

Week 12

Topic: Understanding Stakeholder Needs
Assignment/Project: Project 3, *Informal Learning Engagement* – Rough Prototype 1
Readings: Discussion of previous week's reading

Week 13

Topic: Designing for the User
Assignment/Project: Project 3, *Informal Learning Engagement* – Refined Prototype 1
Readings: Barry Johnson, *Making Dinosaurs Dance: A Toolkit for Digital Design in Museums*, Chapt. 7, pgs. 161 - 164

Week 14

Topic: Designing for the User
Assignment/Project: Project 3, *Informal Learning Engagement* – Refined Prototype 2
Readings: Discussion of previous week's reading

Finals Week

Assignment/Project: Project 3, *Informal Learning Engagement* **DUE**
Portfolio Site: Projects 1-3 documentation on portfolio website **DUE**

**The Ohio State University
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

Department of Design

Initiating Academic Unit	Course Number	Course Title	
			8/1/2023
New major proposal and ten new courses			Date request sent
Type of Proposal (New, Change, Withdrawal, or other)			
			8/15/2023
ACCAD			Date response needed
Academic Unit Asked to Review			

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

ACCAD grants concurrence for Design's new major XMD based on agreements outlined in email exchanges in early May 2023 between Design and ACCAD. Basically, Design will be financing a lecturer who will duplicate Kyoung's ACCAD 5002 course. This will not happen until the first XMD cohorts reaches their 3d year, Design will see if 5301 is also impacted (can we add capacity or do we need to duplicate). More details in the emails.

Signatures

<i>Jana Hashamova</i>	Interim Director	ACCAD	8/17/2023
Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Re: Concurrence request

Lisbon, Laura <lisbon.1@osu.edu>

Thu 8/17/2023 7:52 AM

To: Beecher, Mary A. <beecher.17@osu.edu>

Cc: Munch, Fabienne <munch.31@osu.edu>

Dear Mary Anne,

The Department of Art offers its concurrence for the new Experiential Media Design major as well as the new courses developed to support the major.

Best wishes,

Laura

 The Ohio State University

Laura Lisbon

Professor and Chair

The Ohio State University

Department of Art

College of Arts and Sciences

254C Hopkins Hall, 128 N Oval Mall, Columbus, OH 43210-1319

614-247-5551 Office / 614-292-5072 Art Office

lisbon.1@osu.edu, art.osu.edu

Pronouns: she/her/hers

From: "Munch, Fabienne" <munch.31@osu.edu>

Date: Tuesday, August 1, 2023 at 2:47 PM

To: "Arora, Anish" <anish@cse.ohio-state.edu>, "Westlake, E.J." <westlake.35@osu.edu>, "Hashamova, Yana" <hashamova.1@osu.edu>, "Lisbon, Laura" <lisbon.1@osu.edu>

Cc: "Beecher, Mary A." <beecher.17@osu.edu>

Subject: Concurrence request

Dear Chairs and Directors,

The Department of Design is seeking your department's concurrence for a new Bachelor of Science in Design (BSD) program in Experiential Media Design (XMD).

The purpose of the undergraduate design program in Experiential Media Design (XMD) is to prepare designers in conceptualizing and constructing engaging and compelling user experiences through innovative, playful and collaborative creative media practices. Over the course of their studies, students become adept at aligning the principles of design with the construction of immersive experiences that engage people. Students learn to harness and apply the latest media technologies in ways that are uniquely tailored to the needs and requirements of each experience and its stakeholders.

For your review, I have attached the program proposal for the new major and syllabi for the ten new associated courses in the Department of Design, they are:

- DESIGN_XMDProgramProposal.pdf
- DESIGN_XMDNewCourses.pdf

I have also attached the College's fillable .pdf concurrence form if you would like to use that, or an email may be substituted for this form.

I would appreciate it if you would email your responses/concurrences to Dr. Mary Anne Beecher (beecher.17@osu.edu), the Department of Design Undergraduate Studies Chair. Responses are due by Tuesday, August 15, 2023. Concurrence will be assumed if no response is received within two weeks.

Thank you for your attention to this request, and thank you for your partnership,

Fabienne



THE OHIO STATE UNIVERSITY

Fabienne Münch, PhD

Professor and Department Chair

The Ohio State University

College of Arts and Sciences

Department of Design

100 Hayes Hall

108 North Oval Mall, Columbus, OH 43210

614.247.8943 Office

munch.31@osu.edu

Pronouns: she/her/hers

From: Arora, Anish <anish@cse.ohio-state.edu>
Sent: Wednesday, August 23, 2023 17:52
To: Munch, Fabienne <munch.31@osu.edu>
Cc: Fosler-Lussier, Eric <fosler@cse.ohio-state.edu>; Sivilotti, Paul <paolo@cse.ohio-state.edu>
Subject: RE: Concurrence request

Dear Fabienne,

We appreciate the recent discussions and concur.

In what will now be an action item on our side, we'll reflect on alternatives for reviving gentler introductions to programming that already on books or offering other pathways for students, but this won't restrict what you're seeking concurrence for at the moment.

With best wishes,
Anish

Anish Arora
Professor and Chair, Computer Science and Engineering
Faculty Director, 5G-OH Connectivity Center
arora.9@osu.edu

Ingrid Rivera
Executive Assistant
rivera.153@osu.edu
614-292-5973 Office



THE OHIO STATE UNIVERSITY

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College of the Arts and Sciences Concurrence Form**

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Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

Department of Design

Initiating Academic Unit	Course Number	Course Title	
New major proposal and ten new courses			8/1/2023
Type of Proposal (New, Change, Withdrawal, or other)			Date request sent
Department of Theatre, Film, and Media Arts			8/15/2023
Academic Unit Asked to Review			Date response needed


B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

TFMA may need to increase seats in TH 5331 (one of the listed elective options). Logan and I already have a meeting scheduled to discuss offerings for screenwriting and will add this to considerations for our schedule planning.

ACCAD 5002 is part of the Production Studio category offerings in MIP. As Emily and I noted in a thread from 4/4, we only have 4 seats per section reserved for MIP students. ACCAD 5002 may become an issue if there is an increase in MIP majors and a subsequent additional group of students in the major needing this course without increased seats or offerings by ACCAD.

Signatures

1.		Chair	TFMA	8-16-23
	Name	Position	Unit	Date
2.				
	Name	Position	Unit	Date
3.				
	Name	Position	Unit	Date