

## 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)*
- DESIGN3106IntroExperientialMediaDesignrevised.pdf: Revised Syllabus  
*(Syllabus. Owner: Beecher, Mary Anne)*

## Comments

- Religious accommodations statement added. Disability Services statement has been updated. Statement about the provision of additional reading material has been modified for clarification. *(by Beecher, Mary Anne on 10/19/2023 11:37 AM)*
- Please see Subcommittee feedback email sent 10/10/2023. *(by Hilty, Michael on 10/10/2023 10:56 AM)*

**COURSE REQUEST**  
3106 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/19/2023

**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
Revision Requested	Hilty, Michael	10/10/2023 10:56 AM	ASCCAO Approval
Submitted	Beecher, Mary Anne	10/19/2023 11:37 AM	Submitted for Approval
Approved	Munch, Fabienne	10/19/2023 01:50 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/19/2023 01:56 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/19/2023 01:56 PM	ASCCAO Approval

## Design 3106: Introduction to Experiential Media Design

<b>Instructor</b>	<i>Name</i>
<b>Contact</b>	<i>name.#@osu.edu, office room/building, office hours</i>
<b>Semester</b>	<i>AU 2025</i>
<b>Location/Time</b>	<i>room/building, meets 2x/week for 2 hr. 40 minutes each meeting</i>
<b>Format</b>	Lab, 3 credits
<b>Prerequisites</b>	none
<b>Description</b>	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*.

Because we are examining an emerging topic, students may also receive substitute or additional materials via Carmen to read and view during or outside of class to support discussion or to serve as precedents for design activities.

## Grading

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

Type	Description	Point Value
<b>Project 1</b>	<b>Visual Transformation with Projection Mapping</b>	
Process Step 1	Proposal and Concept Development	5
Process Step 2	Asset Building & Prototype	5
Process Step 3	Refined Prototype	10
	Presentation Prototype	20
<b>Project 2</b>	<b>Interaction Design</b>	
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
<b>Project 3</b>	<b>Informal Learning Engagement Design</b>	
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
<b>Portfolio website</b>	<b>Documentation</b>	<b>30</b>
	<b>Total</b>	<b>150</b>

## 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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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 accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **Mental Help Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.



## **Religious Statement**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## **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**