

Request for: DG290 - Creative Programming

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Assignment:

This assignment aims to empower you to do computer programming, but always with a creative and design-oriented focus. The main environment used is Processing and Arduino as a platform is included too. This is a new-style large ("double") assignment for the Bachelor College. Creative Programming belongs to the competency area: Integrating Technology (being able to explore, prototype, create, and demonstrate innovative concepts and experiences using technology, as well as analysing the technical and economic feasibility of complex designs in which technology is integrated; moreover, one needs to understand scientific writings and to be able to communicate with engineers and researchers of other disciplines.)

Personal:

Nice work. You succeeded in making a pdf image showing a floating buddha on a background of rectangles. The second deliverable is also nice, you reused the theme to create a maze that has to be done without touching the walls too much, forcing the player to "inner peace".

final feedback form

- 01. quality of deliverables handed in by the student
 - 1. Mention each deliverable and give feedback on the quality of them (individual and integrated).

PDF:

Attractive image, straightforward built up from standard shapes put at fixed positions.

Challenge 1:

Straightforward code, image built up from a compilation of standard graphic commands, no functions, comments are few and not explanatory.

Challenge 2:












Code complexity is not that high, although there's a lot more than in challenge 1. The use of fixed blocks and adjusting the mouse checks to that looks complex, but is not. It IS a lot of work. The game works ok. More comments are added in this program, but still it could be more explanatory.

Arduino:


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Reflection:

Ok, mainly about what is learned. You do give a clear description and plan to continue.

- 02. the student's competency development
 - 2. Indicate learning activity & development of competency areas and give feedback on this.
 - indicate type of learning activity 
 - project /minor and Competency Coach Feedback FMP brief and Competency Coach Feedback assignment / module or other learning activity
 - indicate development 'ideas and concepts' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'integrating technology' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'user focus and perspective' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'socio-cultural awareness' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'designing business processes' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'form and senses' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'teamwork and communication' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'design and research processes' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'self-directed and continuous learning' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'descriptive and mathematical modelling' 
 - yes, substantially yes, to some extent no, although expected / intended NA

Programming is about integrating technology. The assignment addresses form and senses as well.


- 03. process (approach)
 - 3. Indicate which activity of the (design) process the student has done and give feedback on this.
 - envisioning / transforming society 
 - yes, substantially yes, to some extent no, although expected / intended NA

■ exploring / validating in context 

yes, substantially yes, to some extent no, although expected / intended NA

■ making: synthesising / concretising 

yes, substantially yes, to some extent no, although expected / intended NA

■ thinking: analysing / abstracting 

yes, substantially yes, to some extent no, although expected / intended NA

Programming is all about synthesizing/concretizing and analyzing/abstracting.

• 04. attitude

○ 4. Describe and give feedback on the student's attitude.

Your approach towards learning programming was ok, you tried hard. Your plan to continue programming by yourself shows a good attitude.

• 05. advice

○ 5. What advice would you like to give to the student?

Practice programming, a lot, that is the best way to learn it. Look into object orientation. That would have been an excellent approach toward your second challenge.

Reflect also on what this new knowledge / skills / attitude means for your future design process / designed products