Final Project Assignment (25% of final course grade)

ART 311 – The Art of Interactive Storytelling (2017)
Instructor: Angus Leech

*This assignment should be completed by student group on their own time, and is due for submission by 5pm on Saturday, August 19. Please follow the instructions provided below and then submit your assignment materials to the appropriate D2L dropbox if they are in digital form. In the case of physical submissions or other special cases, please contact the instructor to make arrangements for dropping off or otherwise submitting your materials.

**Please also note that it is mandatory that you _run your idea and/or plan for completing this Final Project past your instructor for approval_ (in person or via email) before proceeding too far with your project submission. This is to ensure that your plan will be manageable and do-able within the 3-week timeframe of this exercise, and meet all the requirements of the assignment.

SUMMARY OF ASSIGNMENT

Groups: This exercise should be completed in groups of 2-3 (please work on it in the same groups established for the Mid-Term Project – any requests to change groups or work individually must be approved by the instructor). Students working together in a group will submit only one package (an art project plus a written reflection) for this exercise, and all members of the group will receive the same grade for the assignment.

Your Mission: Students will create a small _interactive art project_ based on the core concept and questions that they developed for their Mid-Term Project. The artwork created for the Final Project may be _digital_ or _non-digital_ in form (see below). Whether it is digital or non-digital, the artwork MUST be _interactive_ in some meaningful way (see below).

There are _two possible options_ for completing this assignment. Your interactive artwork should accomplish ONE of the following goals:

- **HIGHLIGHT, ILLUSTRATE and EXPAND** 1-3 specific elements or features of the core concept idea proposed in your Mid-Term Project **(OPTION 1)**
- **CREATE** a very _small_ work of interactive storytelling that represents a "first draft", "mock-up" or "rough working prototype" of the artwork that was proposed in the Mid-Term Project - or some small portion of it **(OPTION 2)**

A more detailed explanation of these two different project options is provided below. But first, a brief word about digital vs. non-digital artworks, the interactivity requirement, and how this assignment will be evaluated.

Digital Artworks: Digital artworks created for this project may include any *small* piece of digital media that can be quickly and easily created using DIY media authoring tools that are freely available online (or which you may otherwise have access to). Such artworks might include anything from a work of branching hypertext created with *Inklewriter*, to a text adventure game created with *Twine*, to a very short video game level or visual novel created with a free game-authoring application like *RPG-Maker* or *KiriKiri Adventure Game*, to a work of interactive digital cinema hosted online. Your digital artwork can be as simple as a branching interactive slideshow or video; or it could be more complex, like a working mobile app (e.g., created with AppFurnace), or a very small work of VR or AR – even an ARG (there are free DIY authoring tools available for all of these platforms). There are many, many different digital authoring tools available for free download online, and if needed your instructor can help you identify one that is appropriate for your project.

The practical limitations re: digital artworks are that 1) the artwork that you create should be very small in scale and not so ambitious that you cannot reasonably complete it during the time remaining in the course, 2) the tool you select to create your artwork should be simple to learn and/or already familiar to you, so that you don't spend so much time learning to use the technology that you are unable to complete your project and meet the objectives of this assignment, and 3) the final artwork created needs to be in a format easily viewable by the instructor using non-specialized technology (e.g., I don't currently own a Microsoft Hololens or Oculus Rift). Practically speaking, you should be able to submit your digital artwork to D2L either as a downloadable file or as a link to something hosted on the web. OR, your instructor should be able to easily download and install the software or app that you used to create your artwork on one of his own devices (so that he can view and grade the work). If you have doubts or questions about this last point, come and talk to the instructor, so that we can discuss which digital format will be most appropriate for your group. (If you have an alternate suggestion for how you would like to submit or show your digital artwork, there are no guarantees, but the instructor is willing to talk about it on a case-by-case basis.)

Non-Digital Artworks: Interactive artworks produced using more "traditional" forms of media are also more than welcome as submissions for this project. Non-digital artworks may be created using any type of traditional media that you like (including things like text, visual art, audio, video, sculpture, etc. – even performance could be an option). For example, you might choose to create a drawing, painting, collage, map, photo album, gamebook, cut-up text, pop-up book, information visualization, or even a physical sculpture or diorama that explores your concept (see below). Or, you might decide to create your own little board game, card game, non-digital RPG, or non-digital cybertext system. You could even do an interactive performance (live or captured on video). It's entirely up to you (please consult the instructor right away if you have questions about whether or not your idea is appropriate). This non-digital artwork can be submitted either in physical form or (if appropriate) as a digitized file that can be uploaded to

D2L. Where necessary, a drop-off time can be arranged to submit physical artworks (please contact the instructor to make arrangements).

The practical limitations here are that 1) your non-digital artwork needs to be *interactive* in some *meaningful* way (see below), and 2) if the artwork is being submitted in physical form, then it needs to be small and portable enough so that it can be easily transported and submitted to the instructor for grading.

Interactivity: Regardless of whether your artwork is digital or non-digital in format, it must be *interactive*. Furthermore, this interactivity must be *meaningful* in the sense that it fits within the definition of *meaningful interactivity* presented in this course. This means that audience input and participation must *influence or change* the form and/or content of your artwork's story (or it's flow of information conetnt, if your artwork is not technically a story). In other words, your artwork needs to be classifiable as either an interactive narrative or an interactive digital narrative. How exactly you accomplish this feat is entirely up to you, and will depend a lot on the nature of your project and medium. For example, all digital artworks will by their very nature be interactive in some way - but you'll need to make sure that the interactivity is actually *meaningful* (in the sense that it affects the *story*, as per our course definitions). Hopefully you'll also try to make the interactivity interesting!!! 😊 If your artwork is non-digital, then there are many different ways in which it could potentially be made interactive. For example, you might create a Choose Your Own Adventure-style booklet, or a pop-up book with physical pieces that the reader can manipulate to access content or transform the story. Or you might create some kind of card game, or a database of videos or texts accompanied by a rule-based system for determining what order they will be watched in. There are so many possibilities. Be creative and have fun with it!

NOTE ON EVALUATION: Whether your group chooses Option 1 or Option 2, please note that the interactive artworks that you create for this Final Project assignment stories will NOT be graded on the basis of their level of artistic merit or technical achievement. In other words, you are not expected to produce a Triple A video game or the kind of advanced artwork that might be created by experienced artists, interactive storytellers or game designers (though if you do produce work of such quality, then that's certainly a bonus!) Instead (and regardless of which option you choose), your interactive works will be evaluated based on things like:
- the rationale and thoughtfulness that went into creating the artwork;
- how effectively the artwork communicates, illustrates, demonstrates, reflects and expands upon ideas articulated in the Mid-Term Project;
- whether or not the artwork and written reflection demonstrate a clear understanding of key concepts related in the course;
- the overall maturity of the project's execution, and how much effort and creativity the group put in;

- the group's ability to reflect thoughtfully and critically about the process of making an interactive artwork inspired by the Mid-Term Project concept (this thinking will be expressed in the written reflection portion of this exercise).

For more detailed information on how this project will be graded, please see the Evaluation Criteria below.

STEPS FOR COMPLETION:
Please work through the following stages to complete the assignment:
1. **Meet with your group.**
2. **Decide whether your group will choose Option 1 or Option 2 for the assignment.**
3. **Brainstorm an idea for your interactive artwork with the group. Decide exactly which features or elements of your core concept idea the Final Project artwork will focus on, and decide what type of media and/or (if the work is digital) media authoring tool you are going to use to create the artwork.**
4. **Run your idea by the course instructor for approval (in-person or via email) to ensure that your plan is manageable, that it can be accomplished within the 3-week timeframe of this assignment, and that it will meet all the core requirements of the assignment. This is also to make sure that you have chosen an appropriate authoring tool (if the work will be digital). Also, if you will need to submit your artwork as a physical submission or as a digital submission that cannot be uploaded to D2L, then please make alternate arrangements for submission with the instructor at this time. If it's a physical submission, then please also make sure to let the instructor know if you want the artwork returned to you after the course.**
5. **If needed, start learning how to use your digital authoring tool (most have tutorials that can get you started within an hour or so) and/or gathering the materials for your non-digital creation.**
6. **Make your artwork.**
7. **Create a new Word document and use it to respond to the questions for the 3-Page Written Reflection. (Please include the response questions themselves within your three-page document, and save the document as a PDF once it is complete. Please also make sure to include the names of everyone in your group within this document.)**
8. **Once your Final Project assignment materials (artwork + reflection) are complete, then you'll need to submit them no later than 5pm on Saturday, August 19th. Please do the following:**
   a. **Upload your written reflection as a PDF file to the appropriate D2L dropbox (all groups must do this).**
   b. **If your artwork is digital and/or can be submitted as a file or link in digitized form (some non-digital projects may qualify here), then please upload the artwork file(s) to D2L as well.**
   c. **If your artwork is digital but hosted on the web, then upload a link to the D2L dropbox with clear instructions for accessing and viewing your artwork.**

d. **If you created a non-digital artwork that needs to be submitted in *physical* format, or if you made a digital artwork that cannot be uploaded to D2L as a file or link (or in any other case where your artwork cannot be submitted directly on D2L), then please submit your work as per alternate arrangements made with the instructor (see Step 4 above).**

9. **Congratulations!! You've just completed ART 311: The Art of Interactive Storytelling and created your very own interactive artwork!!!**

DETAILED INSTRUCTIONS (OPTIONS AND REFLECTION)

The general purpose of this assignment is to explore the creative concept proposed in the Mid-Term assignment a bit more deeply and expand upon certain aspects of it in further detail. Please use this assignment to explore and develop whichever aspect of your proposed project seems most relevant or interesting to you within the context of the course, the assignment and your own learning objectives. Freedom of exploration and creativity are encouraged. You are also strongly encouraged to incorporate key concepts from this course within your thinking, storytelling, illustrations and reflection.

Note that two different options have been offered for completing this project exercise. The reason for this is that some groups may have a project concept that they are actually interested in trying to make *for real* (for example, you may want to actually try writing your hypertext story, or design the first rough level of a puzzle-solving adventure game). But other groups may be more comfortable or more interested in exploring their ideas on a purely conceptual level. Furthermore, some groups will have proposed a project concept (e.g., a VR simulation, AR experience or sprawling RPG video game) that is simply much too large, complex and/or technically challenging to actually build in real life over the next three weeks (even as a small portion). Whatever the case may be for your particular group, you should be able to find an option here that works for you and allows you to use this exercise to take your Mid-Term ideas a bit further in thought and/or in practice.

Once you have read through these Final Project instructions and begun to think about what your group wants to create for this exercise, please approach the instructor at any time to pose questions, request guidance and/or run your project ideas by him. Note also that there will be some time built into our weekly class periods for instructor consultations and group work (particularly on Days 11 and 12). The instructor recommends that you use that time wisely and to full effect!

OPTION 1
Groups who decide to use this Final Project assignment to **Highlight, Illustrate and Expand** selected aspects their project concept should create an interactive artwork (digital or non-digital) that communicates, describes, illuminates and further develops one or more important

aspects or features of their proposed idea. The objective here is to identify one or more elements of your project that you think are particularly interesting and/or deserve to be highlighted and explored in greater detail. Then you will *illustrate* and *expand* those chosen elements in a creative arts format. For example, if you proposed a project that incorporates a branching storyline or multiform plot, then you might decide to create a visual artwork that somehow illustrates the complex structure and branching pathways of your story, and further develops and extends your thinking about this aspect of the project. (Or perhaps you could use a digital hypertext authoring tool like Inklewriter to do the same thing.) To suggest another simple example, if you proposed a video game that tells the story of characters struggling to survive in a post-apocalyptic landscape - and if you feel like the *setting* or *world* of your story would be the most interesting thing to explore - then you could further develop your ideas about this world and what it contains, then create an interactive map or physical diorama that brings the key features of your fictional world to life. Or, you could use a video-game authoring tool like RPG-maker to create a small game level in which one of the characters from your story heads out to explore the geographical features of their unique and dangerous environment as a kind of "guided tour". Drawing on the same video game example: if you think instead that your characters would be the most interesting thing to focus on, then you could use a Visual Novel-making engine like *KiriKiri Adventure Game* to create a simple interactive story that introduces your three main characters and their relationship to one another in greater detail.

These are just a few very simple examples. The choice of which specific aspect(s) of your concept to focus on, and how exactly to illustrate and expand upon those elements, is entirely up to you. That said, when choosing which particular aspect of your original project to focus on, please make sure to keep in mind that part of the grade for this Final Project will look at how well you have demonstrated your understanding of ideas, concepts and material related in the course. (In other words, you should try to pick some aspect of your core concept idea that is directly relevant to this course and/or allows you to demonstrate your understanding of key concepts wherever possible.) Apart from that consideration, your choice of what to focus on will depend a lot on the specificities of your project and what interests you most about it. Try asking yourself what it is about your project's storytelling, content, interactivity and/or other aspects that seems most unique or intrigues you the most. What is it about this project idea that really hooks you and holds your interest? What element of your project would you really be excited about developing and exploring in further detail. There may be many things that you like about it (after all, it's your project and you thought it up), but for the sake of keeping things manageable, I would suggest that you focus on illuminating and expanding no more than 1-3 distinct aspects of your project while completing Option 1 (one may be more than enough).

Aspects of your project concept that you might potentially choose to illuminate and expand in this exercise COULD include (but are certainly not limited to) the following:
- Plot

- Structure
- Characters and their relationships
- Character arc
- Conflict and Tension
- Problems, Goals and Struggles
- Setting / Storyworld (Environments and Cultures)
- The flow of time in your story (e.g., linear vs. non-linear stories, etc.)
- Multiform elements (spatial narratives, multiperspective, replayable multiform, etc.)
- Role-playing and performance
- Game-like elements in your story (e.g., quests and objectives; competitive play; levels and RPG elements, puzzles, "levelling up" your character, etc.)
- Aesthetic features in your artwork (sound, music, visuals, animations, etc.)
- Interactivity and its effect on storytelling
- Role of the audience in your story (e.g., participation, audience input and co-authorship)
- Agency, Immersion and Transformation
- Social media and/or User-generated elements
- Procedural or AI aspects of your concept idea
- Emergent narrative
- Transmedia aspects (is your story told across multiple platforms?)
- Boundaries and crossovers between real and virtual worlds (e.g., AR, mixed reality, locative media, mobile media, etc.)
- Serious Game or Training elements, Simulation, Gamification of Learning and Information, etc.
- Social issues and/or social impact of your proposed artwork
- Any other concepts or ideas explored in this course, our class readings, the Mid-Term Project and/or the wider world of interactive digital storytelling that you think might be interesting to illuminate.

OPTION 2

Groups who decide to use this Final Project assignment to actually **CREATE a short work of interactive storytelling** should produce a very small interactive artwork that demonstrates and "prototypes" some aspect of the interactive storytelling idea that they proposed in the Mid-Term Project. Think of this as a "first working draft" of your interactive story – a "proof of concept" that demonstrates SOME limited aspects of what you proposed in the Mid-Term Assignment, but which is also feasible to develop within a 3-week timeframe using non-digital media or free digital authoring tools.

- This artwork may be digital or non-digital (see above).
- If the artwork is digital, then the group should use some type of freely available and easy-to-learn digital authoring platform (e.g., Inklewriter, Gamebook Authoring Tool, Twine, RPG-Maker, etc.) to create the piece.

- If the artwork is non-digital, then you have your choice of any available non-digital medium, as long as the artwork can be made *interactive* in some way and easily transported for submission and grading by the instructor.
- Groups who are creating an interactive story artwork MUST base that artwork on the core concept developed for the Mid-Term Project assignment *in some way*. In other words, your group's interactive story should attempt to express and explore at least SOME of the most important story and/or interactivity ideas described in the Mid-Term Project assignment. (For example, if you proposed a puzzle-solving adventure game and decide to create the first level of that game for your final project artwork, then perhaps it should include at least one puzzle to solve, as well as a bit of *adventure* ☺).
- HOWEVER, there is a large degree of flexibility regarding the above point. After all, many of the concepts proposed by groups via the Mid-Term Project are quite large and complex, and it may be difficult to fully realize or explore ALL of the ideas that they contain within the scope of the Final Project. To begin with, you are definitely NOT expected to create the entire artwork that you initially proposed in your Mid-term Project (most of them would simply be too big to manage). Instead, what you create may only represent a *very small portion* of your original concept, in order to keep things reasonable and manageable within the scope of this assignment. (For example, you might opt to create a "first chapter" of a hypertext, or a single "level" of an adventure game that is only partially complete.) Furthermore, you are welcome (even encouraged) to choose *certain limited aspects* of your Mid-Term Project concept (in other words, small pieces of its proposed story and/or interactivity) and then adapt those elements to create a small interactive story prototype that fits within the scale, scope and expectations of this Final Project exercise. (For example, maybe you proposed a point and click puzzle-solving adventure game with multiple playable characters, deep RPG elements, procedurally-generated environments, cinematic cutscenes and an interactive musical score. But you DON'T need to demonstrate all of these elements in your Final Project artwork. That would be way too much! Instead, a simple working "mock-up" of one very small game-level featuring one character and one simple puzzle would be more than enough to fit the scope of this assignment.) In other words, groups should feel free to make significant "adjustments" to their original idea to make their Final Project realistic and manageable!
- Another way to say this is that your interactive story can be a work "inspired by" your original proposal, rather than an attempt to fully develop it. It should attempt to express and explore a few key ideas or features described in the Mid-Term Project, but it can also leave many of them out - especially if this will make the Final Project artwork more feasible and realistic. (If you want to, you are even welcome to create a completely non-digital artwork that adapts and explores interactive storytelling ideas that were proposed for a digital media platform in the Mid-term Project. This may be one way to grapple with Mid-term Project ideas that are just too big or technically-daunting to

actually make in digital form. For example, if you proposed a huge digital RPG, you could make a small tabletop board game that adapts and illustrates some of its core ideas.)

- As for the aesthetic QUALITY and FUNCTIONALITY of your artwork, please also note that you are NOT being expected here to create a final, polished storytelling artwork (like a Triple-A video game or an interactive documentary produced by the NFB). Instead, this is an opportunity to create a very small "rough draft" or "working prototype" version of your idea – something that begins to explore and demonstrate some of the main content and interactivity ideas that you articulated in the Mid-Term. In general, your artwork will be evaluated based on how thoughtfully it explores, articulates and/or investigates these Mid-Term Project ideas – NOT based on how beautiful or refined it is, whether it works exactly the way you had imagined it would, or whether it is ready to be consumed by a mass audience! Overall, the purpose of Option 2 is not to evaluate you as professional artists or interactive designers, but to give you an opportunity to learn about some of our course concepts from the "inside", by actually creating your very own work of interactive storytelling. (After all, the best way to learn about anything is to actually *do it*, right? 😊).

- One thing that your interactive storytelling artwork definitely SHOULD try to do is demonstrate a clear understanding of basic concepts covered in this ART 311 course. In general, you should try to use your storytelling project as an opportunity to show off some of these core concepts in action (when it fits within your own creative/storytelling objectives, that is). For example, if your artwork is an adventure game that tells a simple progressive story about a central protagonist character going on a journey, then you might want to think about how your game conveys a sense of that character and what motivates them to pursue their goals (i.e., problem/object of desire; game-like objectives), and you might want to make sure that your story demonstrates some kind of clear narrative structure (e.g., introduction, inciting incident, rising action, etc., if it's an archplot story). If, on the other hand, your artwork is a branching hypertext, then you may want to think carefully about choosing a branching structure (e.g., axial, arborescent or networked) that suits the story you aim to tell. These are just a couple of different ways that conceptual understanding of the course material might be demonstrated within the form or content of your interactive artwork, and it's up to you to decide which course concepts are most relevant to your individual project.

3-PAGE WRITTEN REFLECTION

Whether your group decides to choose Option 1 or Option 2, each group must compose a short 3-page written reflection to accompany their creative submission. This is an opportunity to reflect thoughtfully, critically and constructively about the process of creating your interactive artwork. Please respond to the following questions to complete this written reflection. (There is a 3-page maximum limit on this written portion of the exercise.)

1) What is the name of your interactive storytelling project (the core concept articulated in the Mid-Term Project), and what are the names of all the students in your group?

2) Please write an updated version of your Core Concept Statement (the one you developed for the Mid-Term Project) in the space below. If your group chose Option 1, then compress and condense your original Core Concept Statement into *one or two short written paragraphs* (not bullets) in the space below, and update it to reflect any new changes in your thinking about the project. If your group chose Option 2, then re-write your Core Concept Statement slightly so that it now describes not the project imagined in the Mid-Term, but the artwork you actually created for the Final Project. Whichever option you chose, your Statement should include basic information on the story and interactivity elements of your project (premise/synopsis), and clearly state the project's purpose, objectives, platform, genre and target audience in a few brief words.

3) Which Option (1 or 2) did your group choose to pursue for this Final Project assignment? Why did you choose this option? Why was it the most appropriate choice for your group and/or project?

4) If you chose Option 1, what specific aspects or features of your Mid-Term Project concept did you aim to highlight, illustrate and expand in your Final Project artwork? If you chose Option 2, which aspects of your Mid-Term concept did you focus on developing when you created your interactive story (and which ones did you choose to leave out or downplay)? Either way, why did you choose to focus on these elements instead of others? What was your rationale and motivation?

5) What artistic medium did you choose for your Final Project artwork? (i.e., If it was a digital project, what platform and/or authoring tool did you use to create the artwork? If it was a non-digital artwork, what medium of expression did you use?) Why did you choose this particular medium to create your artwork? Please explain your rationale and motivation.

6) In what ways is your project interactive? How does this interactivity impact the story that is told and/or how the audience experiences this work? Is this interactivity meaningful? What does it add to the experience overall?

7) How would you describe or reflect upon the experience of creating an artwork that is interactive? (For example, was it rewarding, illuminating, or painful?) What did you learn from this experience? What challenges, realizations or shifts in thinking did you encounter while creating this work?

8) What elements or details of your interactive artwork would you most like to draw attention to and/or highlight for the instructor? What do you think is most interesting or important about this piece?

9) How effectively do you think the artwork that you created illustrates, demonstrates or expands upon the original ideas that you articulated in the Mid-Term Project? Did the artwork turn out the way that you expected it to? Or did the process of actually making it cause you to change or refine your ideas and/or ambitions along the way?

10) In what ways did this Final Project assignment allow you to explore, illustrate and/or deepen your knowledge of specific concepts related in this course on interactive storytelling? Name at least 3-5 ideas or concepts from the course that your interactive artwork illustrates, and briefly explain why. (These can include concepts covered by the instructor, readings, homework and/or student groups during in-class presentations)

11) Interactive storytelling is mostly a collaborative form of art where creatives from different disciplines work together. If you collaborated with other students to create your Mid-Term and Final Project assignments, what was it like working with your peers? What were the benefits and challenges of collaborating on a creative project? What was the balance of work like in your group? (If you were one of a few students who completed this project on their own, what were the benefits and challenges of completing it as an individual?)

12) What was your favorite part of completing this project? What was your least favorite?

BONUS QUESTION: Is there anything else that you would like to add here to reflect upon your experience of completing this project and/or taking this course on interactive storytelling?

EVALUATION CRITERIA FOR THE FINAL PROJECT ASSIGNMENT

Student submissions for this assignment (both Option 1 and Option 2) will be graded according to the following criteria:

- **Focus, Rationale and Communication (20%)** Did the students choose appropriate elements or features from the Mid-Term Project concept to highlight, illustrate and/or demonstrate in their Final Project artwork? Does their interactive artwork illustrate, demonstrate and/or expand upon these selected elements in a clear, effective and/or comprehensive way? Did the students make a reasonable and thoughtful effort to connect their artwork to ideas and concepts covered in the course? Did the group make thoughtful and appropriate choices with respect to the digital or non-digital medium that they selected to produce their artwork? Were the choices and decisions made while producing the artworks and reflections thoughtful, well-reasoned, critical, sensible and logical. (For example, did the group make appropriate choices in terms of defining

or refining the scale and scope of their interactive artwork?) Are the students' ideas, articulations and creative expressions well-reasoned, critical and sensible overall? Did the group understand the exercise instructions and respond appropriately?

- **Conceptual Understanding (20%)** Does the group (and the artwork they created) clearly demonstrate a critical understanding of ideas, concepts and definitions that are central to the course? Did the group apply, express, illustrate, investigate and/or demonstrate those concepts effectively when completing their interactive artwork, or when responding to questions in the 3-Page Written Reflection?

- **Interactivity (10%):** Was the interactive element of the group's artwork "*meaningful*" (according to definitions provided during the course)? Was it *effective* and/or *interesting*? Was interactivity used in a way that was appropriate in relation to the group's goals and intentions for the project? Did this interactivity impact or influence the form or content of the story/artwork in a significant and meaningful way? Was the audience (i.e., the instructor) able to *participate* in a way that generated a sense of *agency, immersion* and/or *transformation*? In other words, does the group's artwork qualify as either an *interactive narrative* or *interactive digital narrative*?

- **Maturity of Execution (10%)** Is it evident that the students worked hard on this assignment and spent appropriate time developing their idea, artwork and reflections? Did they read (and follow) all of the instructions carefully before completing the assignment? If applicable, did the students conduct a reasonable amount of basic research to support and ground their ideas. Overall, did the students demonstrate appropriate effort, rigor and due diligence while completing the assignment?

- **3-Page Written Reflection (20%)** Did the group make an appropriate effort to answer the reflection questions in a thoughtful and comprehensive way that demonstrates personal insight and learning? Are their responses well-reasoned, logical, clearly written and comprehensible? Is the group able to articulate and share constructive insights, observations and/or lessoned learned while completing this assignment? Are they able to look back and reflect critically and constructively on their artwork now that it has been produced? Do they share insights about what this creation process taught them about interactive storytelling and/or other relevant subjects or practices?

- **Overall Quality of Interactive Artwork and Reflection (20%):** Did the group do an effective job of completing this assignment overall? Did they explore their ideas and/or interests effectively and with rigor? Did they demonstrate creativity, imagination, mindfulness and/or enthusiasm as they completed this assignment and generated their interactive artwork? Did they connect this art-making project to their own creative or learning goals within the context of interactive storytelling? Did they use this opportunity to deepen their understanding of course topics and/or learn about or explore something they care about? Did they make a solid effort to use their artwork to tell a compelling story, deliver important information, investigate important concepts, drive personal or academic inquiry, and/or connect with a specific audience? How creative or original is the artwork with respect to idea or execution? Were the artwork and media elements incorporated within it well-conceived and well-designed within the scope and limitations of the group's overall collaborative skillset? Did the group use this opportunity to push into any new territory and/or challenge themselves with respect to

creativity, learning and/or personal achievement? Overall, was the project realized in a thoughtful, creative, entertaining and/or thought-provoking way? And did it effectively advance the student's understanding and/or capacity with respect to the practice of interactive storytelling?