

## Request for: Deliverables Challenge 1 | Creative Programming | DG-290

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Challenge 1: create an artistic poster that demonstrates beauty and complexity, using Processing

Only comments below, no score on competencies (yet), that will be done after challenge 2

### Attachments

- [random\\_changed.pde](#)

### 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).


You created a questionmark consisting of randomly placed and coloured ellipses. The random placement takes care of giving a nice effect.


-comment: fair, you included a header and some comments. The explanation of what actually happens in the program could be a bit more extensive...  
 -code: straightforward. Some optimization (see attachment) is possible, which can be easily seen by looking at the code that repeats itself (with some minor changes at the same place) over and over again.  
 -complexity: not too complex, but still creating a nice effect.


Check the attachment to this feedback for an optimized version of your code...


Reflection: Ok, you indicate what processing could be usefull for in design. That is already a big step. Besides that you address the learning curve and that practice is probably needed to improve. For the next reflection see if you can think of in what way this new knowledge/skill will affect your designs. What can you do now that you could not do before.


- 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
- 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

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

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