Course: New Technology Adaptation — credits: 10

Course code	GTVB22NTA
Name	New Technology Adaptation
Study year	2023-2024
ECTS credits	10
Language	English
Coordinator	I. Plutschouw
Modes of delivery	Project-based learning
Assessments	New Technology Adaptation - Other assessment

Learning outcomes

Learning Outcomes

This course has 16 Programme Learning Outcomes, synthesised into six Course Learning Outcomes that are assessed. The related BoKS are listed in brackets after each Course Learning Outcome.

Programme Learning Outcomes

A1. The CMGT professional synthesises and situates diverse perspectives to develop informed and appropriate solutions to complex problems (the student analyses own and others' assumptions and evaluates the relevance of contexts when developing a solution to a complex but structured problem).
A2. The CMGT professional assesses the impact of their solution on the wider social context (the student considers contextual factors in the implementation of their solutions).
A3. The CMGT professional generates innovative concepts for technical solutions that are appropriate for complex contexts (the student can construct concepts and relates these to relevant theory and the needs of the users).
B1. The CMGT professional generates technical solutions by using the relevant knowledge and theories of digital technologies (the student can construct technical solutions informed by relevant knowledge and theories).
B2. The CMGT professional iterates with digital technology to improve technical solutions (the student alters and differentiates technical solutions using identified improvements).
C1. The CMGT professional visualizes technological solution by using relevant digital technologies (the student can make use of relevant visualisation techniques).
C3. The CMGT professional experiments with digital technologies to elaborate concepts (the student elaborates digital prototypes using appropriate methods and techniques).
D1. The CMGT professional extrapolates improvements for the end user based on iterative evaluations of designs and prototypes (the student can apply appropriate evaluation methods to identify improvements).
D2. The CMGT professional masters a range of user experience methods and techniques, including relevant theories, to improve the solution (the student can analyse the user experience, taking UX practices into account, to improve the solution).
E1. The CMGT professional is capable of planning, implementing, monitoring, and managing process-based projects as part of a team and providing information on the progress (the student can plan, implement, monitor and manage process-based projects in a complex but structured context).
E2. The CMGT professional delivers technological solutions through relevant channels and translates them to appropriate business solutions (the student can compare and choose appropriate channels and business models for their solution).
E3. The CMGT professional can convincingly communicate the added value and function of a concept or solution amongst clients, team and users (the student discusses and justifies the added value of a chosen concept or solution in a complex context utilising appropriate means of communication).
F3. The CMGT professional can imagine different futures and can take the necessary steps to reach the desired future (the student

Content

In New Technology Adaptation, students will work in teams to build a solution to specific problem of a real client using new technology. Students will work following an Agile process to develop, iterate and test a solution to the client’s design brief. In making their solutions, students will address the extent to which the solution meets the needs of the target audience and the appropriateness of the technological solution.

Design Brief
The design brief for the assignment will be provided by the client.

Design Constraints

• The solution must be made in the technology preferred by the client.

• Feedback on the proposed solution must be gathered from the client prior to the final demonstration.

• The solution must be justified based on appropriate user experience research and must be playable at the demonstration.

• The visual style must be appropriate to the needs of the target audience.

In solving the design brief, student teams are supported by project coaches, and a series of workshops and learning streams, Technology; Creative Media; and UX.

Students are expected to put in the necessary hours and effort to have a tested concept and a working prototype of their game, and to have tested their game with the target audience.

The course is assessed via a demonstration, in which the working prototype is shown to teachers and fellow students; and by a development portfolio, assembled over the duration of the course, in which the student provides evidence of what they have done and what they have learned.

The entry requirement to this project is having passed project 1.3.1 and 1.4.1 of the CMGT first year programme

considers the consequences and impact of their solutions and iterates them to achieve desired futures).
G1. The CMGT professional manages their own development, is capable of formulating learning needs, can reflect on and takes responsibility for their own learning process (the student knows their own strengths and weaknesses, can formulate complex learning goals, reflects on and takes responsibility for managing their own learning process).
G2. The CMGT professional operates and performs within a team, taking ethical and intercultural values into account (the student acts and performs within a team, valuing the team's diversity and facilitating contributions of team members).
G3. The CMGT professional builds connections, brings people together, encourages the exchange of information, and makes use of their own network to obtain specific information or knowledge (the student builds their own network, brings people in contact with each other and stimulates information exchange).

Course learning outcomes

1. The student manages their own learning process and evaluates their performance within a team, valuing the team’s diversity and facilitating contributions of team members. (G1, G2) (Self Development)

2. The student builds their own network, choosing appropriate channels to connect to people in order to facilitate future career development. (E2, G3) (Career Development)

3. The student experiments with different solutions in a planned and managed process and demonstrates the added value of that solution utilizing audience-relevant means of communication. (E1, E3, F3) (Demo)

4. The student can construct and iterate technical solutions informed by relevant concepts and the needs of users. (A3, B1, B2) (Technology)

5. The student can examine and situate diverse perspectives to elaborate a digital prototype using relevant visualization techniques. (A1, C1, C3) (Creative Media)

6. The student considers contextual factors, applies appropriate evaluation methods, and analyse the user experience to improve their solution. (A2, D1, D2) (UX)

Included in programme(s)

Creative Media & Game Technologies

School(s)

School of Communication, Media & IT

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