Course: Project Design & Prototyping — credits: 10

Course code	GTVP21PDP
Name	Project Design & Prototyping
Study year	2023-2024
ECTS credits	10
Language	English
Coordinator	N.B.O. Lumatalale
Modes of delivery	Project-based learning
Assessments	Project Design & Prototyping - Other assessment

Learning outcomes

Learning Outcomes
This course has 12 Programme Learning Outcomes, synthesised into seven Course Learning Outcomes that are assessed. The related competencies 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.
A3. The CMGT professional generates innovative concepts for technical solutions that are appropriate for complex contexts. B1. The CMGT professional iterates with digital technology to improve technical solutions.
B2. The CMGT professional iterates with digital technology to improve technical solutions.
B3. The CMGT professional analyses and researches technological solutions to serve a wider goal. C1. The CMGT professional visualizes technological solution by using relevant digital technologies.
C2. The CMGT professional develops digital interactive prototypes, using prototype development methods and techniques. C3. The CMGT professional experiments with digital technologies to elaborate concepts.
D1. The CMGT professional extrapolates improvements for the end-user based on iterative evaluations of designs and prototypes.
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.
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.
G2. The CMGT professional operates and performs within a team, taking ethical and intercultural values into account.

Course Learning Outcomes

1. The student understands and can construct under guidance simple computational thinking forms to address simple, structured problems. (B1, B2) (Computational Thinking) (Demo)
2. The student can identify appropriate technical solutions to address a brief or assignment. (B3) (Experimenting with digital tools)
3. The student understands and can use under guidance digital design techniques to successfully communicate their response to the design challenge. (C1,C3) (Visual communication)
4. The student utilises prototyping techniques to test and iterate their response to the design challenge. (C2,D1) (Prototyping)
5. The student identifies and implements game design tools to construct an appropriate response to the design challenge. (A1,A3) (Game Design Theory and Intercultural Competence) (Demo)
6. The student actively participates in the team, engaging with team members in ways that facilitate their contributions and proactively cooperating to complete needed tasks. (E1,G2) (Teamwork)

Content
In Project Design and Prototyping, students will work in teams to solve a real design challenge, to create a mixed-media board game about wayfinding that will be played during the following year's CMGT Introduction Week by the incoming first-year students.

Design Brief
Finding your way in a new environment can be difficult when you don’t have any information about this environment. Language is not the only barrier; non-verbal communication and differing norms and values in the new place of residence can be barriers to new students. During this block, the student will work on a concept with the theme of ‘Wayfinding’.

The student will be making a concept for next year’s (inter)national students who will have to find a way in this new phase in life. This could be about studying abroad, finding a place to live, managing finances, being far away from family, and cultural differences in the new place of residence. The student will create a mixed-media board game in which the 21st-century skills take centre stage – by playing your game, the player will learn something about their own cultural background.

Design Constraints

- The game must be primarily analogue.
- The game must incorporate mixed-media elements (think 3D printing, small robots, visual media, etc).
- The game must be playable during Introduction Week the following year.
- The game must contain cards, and cannot contain dice.

In solving this design brief, student teams are supported by project coaches, and a series of workshops and learning streams, including Intercultural Competence; Game Design Tools; 2D Visual Design; and an introduction to working with digital technology, Play with Tech.

Students are expected to put in the necessary hours and effort to complete a working, iterated prototype of their game, and to have tested their game with fellow students.

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

7. The student describes and gives examples of their own self-development, and uses this insight to plan for future learning. (G1) (Critical Reflection)

Included in programme(s)

Creative Media & Game Technologies

School(s)

School of Communication, Media & IT

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