Course: Project Production & Evaluation — credits: 10

Course code	GTVP21PPE
Name	Project Production & Evaluation
Study year	2023-2024
ECTS credits	10
Language	English
Coordinator	N.B.O. Lumatalale
Modes of delivery	Project-based learning
Assessments	Project Production & Evaluation - Other assessment

Learning outcomes

Learning Outcomes
This course has 13 Programme Learning Outcomes, synthesised into eight 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. 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. D2. The CMGT professional masters a range of user experience methods and techniques, including relevant theories, 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.
E2. The CMGT professional delivers technological solutions through relevant channels and translates them to appropriate business solutions.
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 demonstrates an understanding of simple game development tools by elaborating a finished prototype of the chosen solution. (A1, B2) (Game Development) (Demo)
2. The student can identify and reproduce under guidance simple Programming techniques to create a functioning game. (B3, C2) (Game Programming)
3. The student can reproduce under guidance game audio and visualisation techniques to communicate the intended purpose of the game to the player. (C1, C3) (Audio and Visual Communication)
4. The student can apply under guidance simple user experience tools to evaluate their prototype with the target audience. (D1, D2) (Evaluation Research)
5. The student identifies and can use under guidance game design tools to construct an appropriate response to the design challenge, inclusive of distribution channel. (A3, E2) (Game Design Theory)

Content

In Project Development and Evaluation, students will continue to work in teams from block 3, addressing and iterating upon their prototype solution to their chosen challenge. Students will use evaluation and 3D game development tools to create a finished 3D solution to their design challenge. The finished solution will be evaluated with the target audience to ensure it meets the initial project brief and will be iterated upon, based on the findings of the evaluations.

Design Brief:
Games and playful design can be used to address real social challenges, from small scale ('how to get more people to use this service?') to large scale ('how to change people's behaviour around recycling?') and everything in between. The theme for this block is a continuation of block 3's theme, 'Spaces': nature spaces, public spaces, cultural spaces. The student will develop and evaluate a 3D game to address one of the cases around these spaces.

Design Constraints:
- the game must be made using 3D tools (think Unity, Blender)
- the game concept must address the project briefing.
- the game concept must be evaluated with the users of the given space (think Evaluation research).
- the game must exist in finished prototype form, suitable to be deployed in the relevant channel.

In solving the design brief, student teams are supported by project coaches, and a series of workshops and learning streams, including 3D Asset Creation; 3D Programming and Game Engines; Game Design Tools; and Evaluation Research.

Students are expected to put in the necessary hours and effort to have a tested, iterated and finished prototype of their game, and to have tested their game with both fellow students and end-users. 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.

6. The student identifies and can implement under guidance appropriate prototyping tools to successfully communicate their solution to the design challenge. (C2, F2) (Prototyping) (Demo)
7. 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)
8. The student describes and gives examples of their own self-development, and uses this insight to plan for future

Included in programme(s)

Creative Media & Game Technologies

School(s)

School of Communication, Media & IT

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