Hanze

Course: Project 3D Prototyping and Production — credits: 20

Course code	GTVP24PPP
Name	Project 3D Prototyping and Production
Study year	2025-2026
ECTS credits	20
Language	English
Coordinator	F.A. Derks
Modes of delivery	Project-based learning
Assessments	Project 3D Prototyping and Production - Other assessment

Learning outcomes

This course is assessed on the competence level, assessing all seven CMGT competencies at level 1.

Competence A: Context and Framing.
The student analyses their own and others' assumptions, considers contextual factors and relates concepts to relevant theory and user needs.

Competence B: Developing and Programming.
The student can choose appropriate technical solutions to complex problems, constructs these solutions and can alter and differentiate these using identified improvements.

Competence C: Visualising and Prototyping.
The student employs appropriate visualisation and prototyping techniques to elaborate digital prototypes.

Competence D: Inquiring and Evaluating.
The student can apply appropriate user experience and evaluation methods to improve the solution.

Competence E: Organising and Implementing.
The student can work in a process-based project team to develop and justify the added value of their chosen solution.

Competence F: Futures Innovating.
The student experiments with innovative concepts and solutions and reflects upon their impacts and consequences to model a realisable solution.

Competence G: Self-fashioning.
The student takes responsibility for their own learning process and builds their own network to stimulate information exchange.

Content

“Making a game in a team to develop yourself!”

In Project 3D Prototyping and Production, students will concept, develop, and produce a digital game as a solution to a chosen design 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 water usage?’) and everything in between. The theme for this block revolves around three 'Spaces': nature spaces, public spaces, and cultural spaces. The student will create, develop, and evaluate a 3D entertainment 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 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 Creative Media; 3D Game Programming; Game Design Tools; and Research.

Students are expected to put in the necessary hours in ideation 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.

Assessment
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.

Included in programme(s)

Creative Media & Game Technologies

School(s)

School of Communication, Media & IT

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