Vak: Project 3D Game Development   credits: 10

Vakcode	GTVP21P3D	**Werkvormen**	
Naam	Project 3D Game Development	**Toetsen**	Project 3D Game Development - Overige toetsing
Studiejaar	2021-2022		
ECTS credits	10		
Taal	Engels		
Coördinator	S.A. Smith		

Leeruitkomsten

This course has 14 Programme Learning Outcomes, synthesised into 8 Course Learning Outcomes that are assessed. The related BoKS are listed in brackets after each Course Learning Outcome.

Programme Learning Outcomes:
1A The student demonstrates understanding of relevant technological solutions
1B The student can reproduce appropriate technical solutions
1C The student can identify appropriate technical solutions to address a brief or assignment
2A The student demonstrates understanding of relevant visualisation techniques
2B The student knows and can reproduce appropriate prototyping methods
2C The student can elaborate under guidance simple digital prototypes
3B The student acquires knowledge of user experience methods and techniques
3C The student can ideate a concept relevant to the problem context
4A The student can identify the relevant skills and technical processes needed to create a solution
4C The student is aware of the impact their solutions might have and can articulate them in their process
5B The student infers and indicates concepts and solutions to complex problems
6A The student can plan, implement, monitor and manage process-based projects in a simple, structured context
7A The student is able to name their own strengths, can formulate simple learning goals and takes action to fulfil learning goals through an iterative process
7B The student operates and performs within a team, using the team's diversity and contributing to team meetings

Course Learning Outcomes:
1. The student understands and can complete under guidance simple visual programming tasks. (1A, 1B) (Programming and Developing)
2. The student understands and can use under guidance game visualisation techniques to communicate their response to the design challenge. (2A, 2C) (Visual Communication)
3. The student can apply under guidance simple user experience tools to guide their concepting process. (3B) (Concepting Research)
4. The student identifies and can use under guidance game design tools to construct an appropriate response to the design challenge. (3C, 4A) (Game Design Theory)
5. The student identifies and implements suitable technical solutions to successfully address the design challenge and the needs of the stakeholders. (1C, 4C) (Concepting and Design) (Demo)
6. The student identifies and can implement under guidance appropriate prototyping tools to successfully communicate their solution to the design challenge. (2B, 5B) (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. (6A, 7B) (Teamwork)
8. The student describes and gives examples of their own self-development, and uses this insight to plan for future learning. (7A) (Critical Reflection)

Inhoud

In Project 3D Game Development, students will work in teams to adress a chosen challenge from a range of available real world challenges. Students will use concepting and 3D prototyping tools to create a prototype 3D solution to their design challenge. The prototype developed in this block will be developed into finished products by the same student team in the block 4 course 'Project Development and Evaluation'.

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 'Spaces': nature spaces, public spaces, cultural spaces. The student will concept and develop 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, 3DS Max)
- the game concept must address the project briefing.
- the game concept must address the needs of the users of the given space (think Concepting research).
- the game must exist in prototype form, however basic.

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 Concepting Research.

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 fellow students.

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.

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Opgenomen in opleiding(en)

Creative Media & Game Technologies

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