Hanzehogeschool Groningen
University of Applied Sciences

Vak: Project Production & Evaluation — credits: 10

Vakcode	GTVP21PPE
Naam	Project Production & Evaluation
Studiejaar	2021-2022
ECTS credits	10
Taal	Engels
Coördinator	S.A. Smith
Werkvormen	Projectonderwijs
Toetsen	Project Production & Evaluation - Overige toetsing

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
3A The student can conduct simple evaluations under guidance
3B The student acquires knowledge of user experience methods and techniques
4A The student can identify the relevant skills and technical processes needed to create a solution
4B The student can identify appropriate channels relevant to their solution
5C The student is aware of the impact of existing technologies and their consequences
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 demonstrates understanding of simple game development tools by elaborating a finished prototype of the chosen solution. (1A, 1B) (Game Development) (Demo)
2. The student can identify and reproduce under guidance simple Visual Programming techniques to create a functioning game. (1C, 2B) (Visual Programming)
3. The student can reproduce under guidance game visualisation techniques to communicate the intended purpose of the game to the player. (2A, 2C) (Visual Communication)
4. The student can apply under guidance simple user experience tools to evaluate their prototype with the target audience. (3A, 3B) (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. (4A, 4B) (Game Design Theory)
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-

Inhoud

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 finshed solution will be evaluated with the target audience to ensure it meets the initial proejct 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, 3DS Max, AR Spark, etc)
- the game must address the project briefing.
- the game 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.

development, and uses this insight to plan for future learning. (7A) (Critical Reflection)

Opgenomen in opleiding(en)

Creative Media & Game Technologies

School(s)

Instituut voor Communicatie, Media & IT