Vak: Project 2D Game Development — credits: 10

Vakcode	GTVP21P2D
Naam	Project 2D Game Development
Studiejaar	2025-2026
ECTS credits	10
Taal	Engels
Coördinator	M. Bonnema
Werkvormen	Projectonderwijs
Toetsen	Project 2D Game Development - Overige toetsing

Leeruitkomsten

This course has 12 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.
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.
F1. The CMGT professional reframes new technological trends and instantiates them into realisable solutions.
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.
E3. The CMGT professional can convincingly communicate the added value and function of a concept or solution amongst clients, team and users.
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.
G3. The CMGT professional builds connections brings people together, encourages the exchange of information, and makes use of their own network to obtain specific information or knowledge.

Course Learning Outcomes

The student demonstrates an understanding of simple game development tools by elaborating a working prototype of the chosen solution. (A1, B2) (Game Development)

The student can identify and reproduce under guidance simple programming techniques to address the design challenge. (B3, C2) (Programming)

The student can reproduce under guidance game audio and visualisation techniques to communicate the intended purpose of the prototype to the player. (A3, C3) (Audio and Visual Communication)

The student can describe and distinguish their design choices, considering the accessibility and inclusivity goals they have chosen and the implications of these for their chosen solution. (F1) (Design Ethics)

The student can persuasively present their prototype in a structured context, demonstrating the added value of the prototype for relevant

Inhoud

In Project 2D Game Development, students will work in new teams to create a new digital game solution to the same design challenge: creating a game about wayfinding that can be played during the next year's CMGT Introduction Week by incoming first-year students. The new team will work following the Agile Scrum method to develop a working digital game prototype in GameMaker.

Design Brief

Finding your way in a new environment, with new people, can be difficult when you do not know about this environment. Language, non-verbal communication, differing norms and values, and existing networks of family and friendship are all possible barriers to new students. During this block, students will work on creating a digital prototype with the theme of 'Wayfinding. '

The student will make a digital game prototype, to be played by next year's (inter)national students who will have to find their way in this phase in life. This could be about studying abroad, finding a new place to live, managing finances, being far away from family, cultural differences in the new place of residence, or confronting one's ethical values. Working in a team, the student will make all of the code and digital assets necessary to create a working prototype of a digital game that addresses the theme of 'Wayfinding'.

Moreover, building up on the intercultural competence (ICC) that still takes centre stage, the student will consider accessibility and inclusivity (Ethics) when making their design choices in creating their digital game.

Design Constraints

- The game must be digital.
- The game must be made in GameMaker.
- All assets in the game must be created by the team.
- The game must be freestanding and playable during Introduction Week the following year.

In solving this design brief, student teams are supported by project coaches and a series of workshops and learning streams, including Design Ethics, 2D Programming, 2D Art Tools, and Agile SCRUM.

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 prototype with fellow students and experts.

The course is assessed by a demonstration, where the prototype is shown to and playable by teachers and 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.

stakeholders. (E3, G3) (Demonstrating Solutions)

The student can plan, implement, monitor, and manage process-based projects in a simple, structured context. (E1) (Agile SCRUM)

The student actively participates in the team, assisting team members in ways that facilitate their contributions and proactively cooperating to complete needed tasks. (G2) (Teamwork)

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

Opgenomen in opleiding(en)

Creative Media & Game Technologies

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