

# Vak: Project 2D Game Development

credits: 10

<b>Vakcode</b>	GTVP21P2D	<b>Werkvormen</b>	
<b>Naam</b>	Project 2D Game Development	<b>Toetsen</b>	Project 2D Game Development - Overige toetsing
<b>Studiejaar</b>	2021-2022		
<b>ECTS credits</b>	10		
<b>Taal</b>	Engels		
<b>Coördinator</b>	S.A. Smith		

## Leeruitkomsten

This course has 12 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
- 2B The student knows and can reproduce appropriate prototyping methods
- 2C The student can elaborate under guidance simple digital prototypes
- 4A The student can identify the relevant skills and technical processes needed to create a solution
- 5A. The CMGT professional reframes new technological trends and instantiates them into realisable solutions.
- 6B The student describes and presents a product or concept in a structured context.
- 7C The student starts with building their own network. identifying and meeting relevant people.
- 6A The student can plan, implement, monitor and manage process-based projects in a simple, structured context.
- 7B The student operates and performs within a team, using the team's diversity and contributing to team meetings.
- 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.

Course Learning Outcomes:

- 1. The student demonstrates understanding of simple game development tools by elaborating a working prototype of the chosen solution. (1A, 1B) (Game Development)
- 2. The student can identify and reproduce under guidance simple Visual Programming techniques to address the design challenge. (1C, 2B) (Visual Programming)
- 3. The student can reproduce under guidance game visualisation techniques to communicate the intended purpose of the prototype to the player. (2C, 4A) (Visual Communication)
- 4. The student can describe and distinguish their design choices, explaining the persuasive techniques they have chosen and the implications of these for their chosen solution. (5A) (Design Ethics)
- 5. The student can persuasively present their prototype in a structured context, demonstrating the added value of the prototype for relevant stakeholders. (6B, 7C) (Demonstrating Solutions)
- 6. The student understands and participates in a professional workflow process, to foster a constructive team climate. (6A) (Agile SCRUM)
- 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. (7B) (Teamwork)
- 8. The student describes and gives examples of their own self-development, and uses this insight to plan for future learning. (7C) (Critical Reflection)

## 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 Pro.

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 difference 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'. The student will create a digital game using GameMaker Pro in which 21st century skills take centre stage - by playing your game, the player will learn something of their own cultural background.

Design Constraints:

- the game must be digital.
- the game must be made in GameMaker Pro.
- 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; GameMaker Pro; 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.

**Opgenomen in opleiding(en)**

Creative Media & Game Technologies

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