

## Vak: Project Design & Prototyping

credits: 10

|                     |                              |                   |                                                 |
|---------------------|------------------------------|-------------------|-------------------------------------------------|
| <b>Vakcode</b>      | GTVP21PDP                    | <b>Werkvormen</b> |                                                 |
| <b>Naam</b>         | Project Design & Prototyping | <b>Toetsen</b>    | Project Design & Prototyping - 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 7 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.
- 2C1 The student can elaborate under guidance simple digital prototypes.
- 2B The student knows and can reproduce appropriate prototyping methods.
- 3A The student can conduct simple evaluations under guidance.
- 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.
- 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:

- The student understands and can construct under guidance simple computational thinking forms. (1A, 1B) (Computational Thinking)
- The student experiments under guidance with different technical or computational techniques to address the design challenge. (1C) (Experimenting with digital tools)
- The student understands and can use under guidance digital design techniques to successfully communicate their response to the design challenge. (2A, 2C) (Visual communication)
- The student utilises prototyping techniques to test and iterate their response to the design challenge. (2B, 3A) (Prototyping)
- The student identifies and implements game design tools to construct an appropriate response to the design challenge. (3C, 4A) (Game Design Theory and Intercultural Competence)
- 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)
- 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 Design and Prototyping, students will work in teams to solve a real design challenge, to create a mixed-media board game about wayfinding that will be played during the following year's CMGT Introduction Week by the incoming first year students.

Design Brief:

Finding your way in a new environment can be difficult when you don't have any information about this environment. Language is not the only barrier; non-verbal communication and differing norms and values in the new place of residence can be barriers to new students. During this block the student will work on a concept with the theme of 'Wayfinding'.

The student will be making a concept for next year's (inter)national students who will have to find a way in this new phase in life. This could be about studying abroad, finding a place to live, managing finances, being far away from family and cultural differences in the new place of residence. The student will create a mixed-media board game in which the 21st century skills take centre stage – by playing your game, the player will learn something about their own cultural background.

Design Constraints:

- the game must be primarily analogue.
- the game must incorporate mixed-media elements (think 3D printing, small robots, visual media, etc).
- the game must be playable during Introduction Week the following year.
- the game must contain cards, and cannot contain dice.

In solving this design brief, student teams are supported by project coaches, and a series of workshops and learning streams, including Intercultural Competence; Game Design Tools; 2D Visual Design; and an introduction to working with digital technology, Play with Tech.

Students are expected to put in the necessary hours and effort complete a working, iterated prototype of their game, and to have tested their game with fellow students.

The course is assessed by a demonstration, in which the working prototype is shown to teachers and fellow students; and by a development portfolio, assembled over the length 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

### School(s)

Instituut voor Communicatie, Media & IT

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