

MODULE CODE: DH3BAGA05C

MODULE TITLE: Industry Studio Project

Level: 4

Credit Value: 30

Pre-Requisites: NONE

Module Description

As the culmination of the first stage, this module is designed to implement the understanding of game mechanics and theories, with practical skills to create one of two prototypes: a 2D mini game using Click Team Fusion or one working level in a 3D game engine coded in Unity. The student can work in teams where they will develop skills in their individual roles or individually and keep a diary of the process, including analysis of peer-evaluation both on their development and that of the product. Work created here will be added to the student's accompanying portfolio this portfolio of design and realisation will be developed, in additional modules to aid course progression and employment.

Learning Outcomes

On completion of this module, students will be able to:

1. Work effectively individually and with others to produce a computer game using expected media conventions to a semi-professional standard.
2. Evaluate and evidence the process of creating a computer game, game assets and /or games level.
3. Develop, evaluate and interpret a written brief in order to design a 2D game prototype/ 3D level of game.
4. Demonstrate a knowledge of basic business practice as it operates at a practical level within a chosen area of the games industry.
5. Demonstrate knowledge of the underlying concepts and principles of computer based design.
6. Demonstrate knowledge of software in order to design games assets / levels effectively for a specific target audience.

Assessment

Hand-in	Aggregate (Yes/No)	Semester Due
Production Diary including Evaluation of peer feedback etc. (40%) 2400 words LO1, LO2, LO3	Yes	Sem 2 end
Mini Game prototype in 2D software (Click Team Fusion) (60%) LO4, LO5, LO6 <u>OR</u> Level Design: one working level in 3D games engine, coded in Unity (60%) LO3, LO4, LO5	Yes	Sem 2 end

Indicative Content:

- Practical skills
- Coding
- Click Team Fusion
- Unity
- Study of games and games genres
- Games testing
- Peer review and evaluation
- Pitching Skills
- Design
- Industry Practice

Learning and Teaching Strategies

Practical sessions, lectures, workshops, group and individual sessions and tutorials are combined to give a balanced programme of study. The course is supported by the use of varied ICT, and independent learning.

Computer programming and creative skills will be developed through a range of practical work including conceptual planning, gameplay exploration, research, construction of pre-production documentation, product pitching, digital based audio-visual production and post-production and testing used to inform critical, evaluative and reflective practice.

Media production skills are developed through a series of practical tasks which are designed to build on students' skills at entry to the programme leading to the development of secure technique, imagination and creativity as applied to the digital media industry. A suite of computer / video game consoles and a library of PC and console games – including retro equipment will be developed in addition to the students' own home facilities and access to online gaming resources.

Specific Learning Resources

- 2D and 3D design and modelling software
- Online and offline games design tools
- Graphics editing software such as Photoshop
- PC or Mac suites
- Games Suite
- Internet resources via Moodle

Reading Lists**Recommended**

Dille, F., Platten, J. (2008) *The Ultimate Guide to Video Game Writing and Design*. New York: Random House.

Fullerton, T. (2014) *Game Design Workshop: A Playcentric Approach to Creating Innovative Games*. Florida: CRC Press.

Koster, R. (2013) *Theory of Fun for Game Design*. CA: O'Reilly Media.

Juul, J. (2005) *Half-real: video games between real rules and fictional worlds*. South America: MIT Press.

Salen, K. & Zimmerman, E. (2004). *Rules of play: Game design fundamentals*. MIT press.

Schell, J. (2016) *The Art of Game Design: A Book of Lenses, Second Edition*. Florida: CRC Press.

Assessment Grading Criteria:

FIRST CLASS 70%+	<ul style="list-style-type: none"> • Provides evidence of a sustained and distinguished capability in self-evaluation. • Applies practical skills in a very assured and distinguished manner. • Demonstrates a rigorous and broad grasp of relevant principles and concepts in a distinguished manner. • Written work whose presentation is comparable with industry examples
UPPER SECOND CLASS 60%-69%	<ul style="list-style-type: none"> • Provides consistent evidence of an assured capability in self-evaluation. • Applies practical skills commendably and in an assured manner. • Demonstrates a strong grasp of relevant principles and concepts in a commendable manner. • A fluent document with only minor mistakes or omissions
LOWER SECOND CLASS 50%-59%	<ul style="list-style-type: none"> • Offers, with guidance, a firm evaluation of own strengths and weaknesses. • Applies practical skills firmly and soundly. • Demonstrates a sound grasp of relevant principles and concepts in a sound manner. • Written work which is largely accurate, though may be unclear in some details
THIRD CLASS 40%-49%	<ul style="list-style-type: none"> • Evaluates own strengths and weaknesses adequately • Applies practical skills adequately. • Demonstrates adequate awareness of relevant principles and concepts in a broadly satisfactory manner. • Written work which is not always accurate, but largely decipherable, perhaps lacking some important detail
FAIL 0%-39%	<ul style="list-style-type: none"> • Fails to demonstrate an adequate ability to evaluate own strengths and weaknesses adequately. • Inadequate in the application of practical skills. • Fails to demonstrate adequate awareness of principles and concepts. • Mistakes and ambiguities in written work which affect understanding