766 Alignment Template

The GDD450 – “Senior Capstone in Game Design” brings together students from art and computer science disciplines applying their skills to create a 3D video game over one academic year. Because individual roles, skills, interests, and tools vary, it is my belief that developing foundational skills with planning, design, and communication will transcend all design careers, will result in improved short and long-term outcomes.

From my past experience, I've observed that planning processes tend to receive less importance, which have resulted in many early design decisions being assumed, not fully explored, or pushed to later in the production when change is more difficult. By bringing awareness to project planning and task management, I feel, will help improve the outcomes during the design process, and avoid these time-consuming mistakes. There is also an opportunity to improve critical design thinking, a sense of individual ownership in the project, and potentially improve autonomous or self-directed research. Historically in-person delivery - currently scheduled for a in-person modified Hybrid delivery.

The purpose for implementing an alignment chart is to ensure that the enabling objectives are being met through appropriate learning activities (Absorb, Do, Connect) as described in a framework by William Horton.

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| Terminal Objective: **Design Planning:** By the end of the module, student will have created an individual project plan | | | | |
| Enabling Objectives | Assessment Idea | Absorb Activity | Do Activity | Connect Activity |
| 1. Student defines their role & responsibilities. Performs modifications based on industry standard roles, composite team skills and project needs | **Matching Activity** students match their role and skill set to a diagram of a common project pipeline.  or   **Group discussion or roleplay** | Lecture/Slideshow on industry roles.    Other individual-specific activity may include:   * Video “Day-in-the-life” of artist/programmer. * Guest speaker from industry to share about their role | **Matching activity.**  (or Online as multiple-choice quiz, or an in-person roleplay activity.) Students will be given a production pipeline diagram form and asked to complete by inserting their name, team members, and roles/responsibilities  **Group discussion or roleplay:** Given production scenarios, students are asked to converse with the appropriate team member and resolve who will be responsible for the solution, implementation, or quality assurance.  *( i.e. “During the 3D modeling process Jeff discovers sketches of windows and doors that appear to articulate. Should he prepare them for animation, or leave that to the texture artist? Who are the team members who can help answer this question?)* | |
| 1. Perform analysis of the tasks related to student strengths and weaknesses and resources available in completing the task. Perform estimate (in hours) required for research and completing each task. | **Group discussion** | Lecture on Agile framework. (or Guest speaker) | **Group Discussion** Define tasks, adjust labels, add details, or swap tasks to fit project needs | |
| 1. From a list of compiled long-term goals, student will select short-term tasks. Tasks will be prioritized by need in production order and tracked using a group tracking system such as Kanban or Trello | **Project task planning activity**  Chart will include daily tasks, weekly and sprint goals. *Also may include a general summary of typical tasks performed from the project backlog* | Video overview demonstrating task management, prioritization and team using a Kanban board. Live demonstration of task tracking tools | **Trello board creation** |  |

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| Terminal Objective: **Prototype**: At module completion, students will create a physical or digital prototype for a game level. | | | | |
| Enabling Objectives | Assessment Idea | Absorb Activity | Do Activity | Connect Activity |
| 1. Create and list; goals, hazards, puzzle, solution, and (if applicable) story. | Discussion  Part 1 – **Workbook:** “Goals and solutions” | Reading: “How to Prototype a game in under 7 Days” <https://tinyurl.com/y9kytvrq>  Viewing: *Game “Post Mortem*” on design process. EX.) Designing “Into the breach” - Video: [Link](https://www.gdcvault.com/play/1025772/-Into-the-Breach-Design) Slides: [Link](https://www.gdcvault.com/play/1026333/-Into-the-Breach-Design) | **Workbook:** “Goals and solutions” | **Group Discussion** |
| 1. List and describe in detail the game mechanics. (Common examples include: Movement, jump, speed, interact, swap, hide, attack, defend.) | Pt 2 – **Workbook:**  “Game Mechanics” | Viewing: *Game Design Mechanics*  Designing “Crashlands” - Video: [Link](https://www.gdcvault.com/play/1025089/-Crashlands-Design-by) Slides: [Link](https://www.gdcvault.com/play/1025346/-Crashlands-Design-by) | **Workbook:** “Game Mechanics” |  |
| 1. Identify scale of environment, and how mechanics relate to game map, objects, and motion. | Discussion  Pt 3 – **Workbook:** “World Mapping” | Viewing: *Level Design*  Viewing: Level Design workshop 2018: [Link](https://youtu.be/ythxeTIGZIc)  \_\_\_\_\_\_\_\_\_  Other related viewing [Level design](https://www.gdcvault.com/play/1025736/Environment-Design-as-Spatial-Cinematography) – Miriam Bellard  [Level Design Workshop](https://www.gamasutra.com/view/news/314857/GDC_2018_Level_Design_Workshop_An_expert_roundtable_QA.php): 2019 Site. Videos: ([Videos](https://www.gdconf.com/tutorial/game-level-design)) | **Workbook**: “World Mapping” | **Complete Guidance Principle form related to viewing** |
| 1. Create supporting draft-quality materials (i.e. drawings, model)   **Present (Pitch)** concept to peer group. | * Solicit peer feedback and critique necessary to rank observed effectiveness of concept game experience.  Pt – 4 **Workbook:** “Collecting data” |  | **Presentation**  **Workbook:** “Collecting data” |  |
| 1. Using peer feedback,  create a playtest survey | * Pt – 5 **Workbook: “Playtest survey”**  Organize feedback.  List, categorize, or rank group observations through appropriate method; i.e. Pro/Con, Likert scale, etc.  Note factors such as length of completion, accessibility, user assumptions, and challenge of puzzle. | Reading: “How to create a playtest survey  Gamasutra [Insightful Playtest questions](https://www.gamasutra.com/blogs/WesleyRockholz/20140418/215819/10_Insightful_Playtest_Questions.php)   Schell Games: [Definitive Guide to Playtest Questions](https://www.schellgames.com/blog/the-definitive-guide-to-playtest-questions/) | **Workbook:** Create playtest survey |  |
| 1. Develop a prototype (Block Mesh) of one introductory (tutorial) level..  optional – (….that teaches at least one mechanic.) | * Demonstrate navigation of game level – Presentation * Hold a mini “Playtest” with a peer review. * Pt -6 Workbook: **Reflection** * Submit complete design documentation | Time left for hands-on production | **Create game prototype.  Playtest and peer review**  **Workbook - Journal - Reflection** | |