

ZDSN H3201: Creative Studio

Module Title:		Creative Studio
Language of Instruction:		English
Credits: 10		
NFQ Level: 7		
Module Delivered In		No Programmes
Teaching & Learning Strategies:		The Problem Based Learning (PBL) teaching and learning paradigm is employed in this module. The students are initially given an induction into this way of learning. Subsequently, they are given a number of team problems to solve. Each student has the opportunity to play different roles within their team. The problems are tackled in a studio environment with supervision & guidance provided by the module tutors. At the end of the problem resolution cycle, the students present their findings to the tutors and their peers. The final element of the module sees the students tackle an individual problem that incorporates all elements from the team problems, along with some new challenges.
Module Aim:		To equip the student with a solid understanding of digital art content pipeline creative process.

Learning Outcomes				
On successf	On successful completion of this module the learner should be able to:			
LO1	Configure digital art content pipeline			
LO2	Analyse and evaluate digital artifact requirements			
LO3	Work in teams to develop digital art for games and user interfaces			
LO4	Carry out independent research to support team work			
LO5	Self evaluate learning			

Pre-requisite learning

Module Recommendations
This is prior learning (or a practical skill) that is recommended before enrolment in this module.

No recommendations listed

Incompatible Modules

These are modules which have learning outcomes that are too similar to the learning outcomes of this module.

No incompatible modules listed

Co-requisite Modules

No Co-requisite modules listed

Requirements
This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.

Game Programming



ZDSN H3201: Creative Studio

Module Content & Assessment

Indicative Content

Project management

Project planning & tracking. Coordinating work within a team. Agile development

Creative Practice

Concepts art and production ready artefact production

User Experience OptimisationOptimising software and game UI to produce the optimal UX

Improve users and players tactile, emotional and aesthetic response to a software and game system through user testing, playtesting, iterative refinement and analysis of case studies

Learning & problem solving Identify, brainstorm and resolve UX/UI and conveyance problems individually and as a team

Assessment Breakdown	%	
Continuous Assessment	60.00%	
Project	40.00%	

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Other	The students will be organised into teams for each problem and will each get an opportunity to play roles specified in the Problem Based Learning (PBL) model. The teams are given one to four weeks to work on a problem depending on the scale of the problem. All of these team problems will involve developing and assessing all five learning outcomes. Each problem will be assessed under product and process.	1,2,3,4,5	15.00	n/a
Other	The students will be organised into teams for each problem and will each get an opportunity to play roles specified in the Problem Based Learning (PBL) model. The teams are given one to four weeks to work on a problem depending on the scale of the problem. All of these team problems will involve developing and assessing all five learning outcomes. Each problem will be assessed under product and process.	1,2,3,4,5	15.00	n/a
Other	The students will be organised into teams for each problem and will each get an opportunity to play roles specified in the Problem Based Learning (PBL) model. The teams are given one to four weeks to work on a problem depending on the scale of the problem. All of these team problems will involve developing and assessing all five learning outcomes. Each problem will be assessed under product and process.	1,2,3,4,5	15.00	n/a
Other	The students will be organised into teams for each problem and will each get an opportunity to play roles specified in the Problem Based Learning (PBL) model. The teams are given one to four weeks to work on a problem depending on the scale of the problem. All of these team problems will involve developing and assessing all five learning outcomes. Each problem will be assessed under product and process.	1,2,3,4,5	15.00	n/a

Project					
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date	
Project	Individual Problem. The students will be given a common individual problem that will require of them to consolidate all their learning from the group problems and apply this to develop more complex simulations and modelling. The assessment protocol for this problem will involve the student producing their own individual plan to tackle the problem, presenting their work on resolving the problem at the end and providing the tutors with a reflective account on their learning experience while working on this problem.	1,2,4,5	40.00	n/a	

No Practical

No End of Module Formal Examination



ZDSN H3201: Creative Studio

Module Workload

Workload: Full Time				
Workload Type	Frequency	Average Weekly Learner Workload		
Independent Learning Time	Every Week	4.00		
Independent Learning	Every Week	2.00		
Lecturer-Supervised Learning (Contact)	Every Week	4.00		
	Total Hours	10.00		