

Example course handbook

Summer Study Abroad: Games Design

WELCOME

We hope you are looking forward to starting your summer school with us. Here you will find some more information on the course, and what to do on the first day.

We hope you find this information useful. If you have any further questions please don't hesitate to contact us at: shortcourses@lcc.arts.ac.uk

PUT YOURSELF IN THE PICTURE with #LCCSummerschool

Share your London experience on Instagram with friends, old and new.

BEFORE YOU START

You should bring a notebook, pen and sketchbook with you on the first day. You should also bring a USB to save your work. You may also want to bring with you a camera and laptop or tablet, although these are not essential.

ON YOUR FIRST DAY

On your first day, please arrive at the designated registration time for your course. Please speak to reception staff who will direct you to the welcome talk. We will give you a short introduction to studying at London College of Communication before your course begins.

Please bring with you your passport or ID card (for students coming from outside the EEA area and Switzerland) with you for visa checks. You won't be allowed to join the course without a valid visa. If you have a **Tier 4 (General) student** or Tier 4 (Child) student visa you must also provide us with a student status letter issued by sponsor of your Tier 4 visa.

GETTING HERE

London College of Communication is based at Elephant and Castle. The College is based on a single site, within easy reach of various parts of the city and well served by rail, bus and underground networks. Both the Bakerloo and Northern lines stop at Elephant & Castle station. The College is opposite the Elephant & Castle Shopping Centre.

You may find these links useful:

<http://www.arts.ac.uk/lcc/about-lcc/find-us/>

<http://journeyplanner.tfl.gov.uk/>

Travel Times from popular accommodation

Don Gratton House – Take the Northern Line from Aldgate East (32 mins)

Will Wyatt Court – Take the Northern Line from Old Street (23 mins)

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The Stay Club, Willesden– Take the Bakerloo Line from Willesden Junction (45 mins)

VISITS

Your course may involve a visit to a museum, gallery, cultural or other district of London. This is your opportunity to put theory into practice! On the day of the visit you will meet at LCC, then travel together unless your tutor has arranged an alternative meeting place. Once the visit is completed you can find your own way home. The College will pay all entry fees.

You can find out more about travel around London in your orientation.

SUMMER SOCIALS

Each year LCC hosts some free fun opportunities for you to meet with other students and see in London from a new perspective. Previous summer socials have included

- Street Photography – Learn to snap candid portraits on the streets of London
- Sound Arts - Explore the art of listening in unexpected ways
- Escape the Archive - Locked in the LCC archive you have 60 minutes to escape using materials selected from the Stanley Kubrick archive to solve clues.
- Pub quiz – A British classic

Details on how to book onto the summer socials will be provided during your welcome talk, and on your course schedules.

PRINTING AND WIFI

Printing facilities are available at the college library. There is a fee for all printing. You will be given a username which will allow you access to our computer system, this will be written on your ID badge which will be given to you at reception on your first day. Your password will be your date of birth as written when you booked onto your course.

You will have access to the colleges free Wi-Fi. Further information on printing and Wi-Fi access will be given to you during your induction.

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PROGRAMME

This exciting three-week course is designed to introduce you to the fundamentals of game design.

The course includes an exciting mixture of hands-on exercises combined with lectures and discussion by experienced game design and animation tutors.

You will develop an initial game concept whilst receiving lectures on practical game design theory, history and how it effects the design of game elements. Students will develop game design documents and build game prototypes.

You will also learn how to use 3D modelling and animation. At the end of the course you will present your work and receive feedback for future portfolio development and further study.

This course will be taught on 3DS Max and Unity software.

Class hours: 75

Non-class hours: 15

Level: You should have some prior study in design and drawing skills, but do not need to have studied games design before. This course is perfect for you if you are thinking of further study or professional development in games design.

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Course Aims

- Discuss and understand theoretical issues of games design: psychology and motivation, rules of play
- Develop your ideas through observation, research and physical prototyping
- Develop 3D modelling software and presentation skills appropriate to your project
- Plan and create a basic physical game prototype
- Present your ideas and design development

Learning Outcomes

- An ability to research ideas that can be developed into games (Research, Analysis)
- Apply skills in communication, problem solving, critical evaluation and teamwork by creating and testing games (Technical Competence); (Experimentation); (Communication and Presentation)
- An ability to communicate ideas and concepts through 3D animation and physical prototypes (Communication and Presentation)

Requirements for Assessment

- Game development documentation
- Physical game prototype
- Presentation of ideas

Reading List and Resources

Please note this list is indicative and you won't need to go out and buy any books until you have begun the course.

Costikyan, G. (2002) I Have No Words & I Must Design: Toward a Critical Vocabulary for Games – online
[<http://www.costik.com/nowords2002.pdf>]

Crawford, C. (2003) On game design. New Riders.

Clarke, M. (2007) Verbalising the Visual: Translating art and design into words. Laussane: AVA

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Baldwin, J., Roberts, L. (2006) *Visual communication*. Lausanne: AVA.

Bergstrom, B. (2008) *Essentials of visual communication*. Laurence King.

Bestley, R. & Noble, I. (2011) *Visual research*. Lausanne: AVA Publishing

You may also want to have a look at work produced by BA and MA students at London College of Communication.

<https://lcc-animation.squarespace.com>

<https://vimeo.com/album/3586484>

Materials Required

Please bring with you:

- Sketchbook
- You should also have a Transport for London travel card for getting around London. You may want to wait for the induction session before buying this.

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YOUR TUTORS

Zhan Gurskis

Zhan graduated in BA Games Design from London College of Communication in 2014. On completion of his BA Games Design degree, Zhan immediately took it upon himself to put into practise what he had learnt by releasing a game on the iOS appstore. Providing him with a wealth of industry experience, and the opportunity to meet like-minded people.

He strives to expand his perspective of the gaming industry, by taking on various roles. Some of his recent advances include, lecturing at LCC whilst furthering his academic career on a masters in Games Programming at City University of London.

Florian Stephens

Florian is a visiting Lecturer in the School of Media at LCC and a freelance 3D graphics artist and designer. He specialises in high quality 3D modelling and animation, from photorealistic imagery and visualisation, to stylistic animation for TV and web-based 3D virtual assets.

Florian has an extensive portfolio of 3D projects which demonstrates his work for clients such as the Daily Telegraph Homes Magazine, Rimmel and MTV.

Angus Luscombe

Angus is a visiting Lecturer in the School of Media at LCC and a freelance 3D graphics artist. He has a keen interest in anatomy and the human form and how that is translated into digital sculpture. Having studied up to Masters level at Middlesex University, Angus continues to enjoy exploring new and developing technologies. Angus has an extensive portfolio of 3D projects which demonstrates his work for clients such as the Fulham Football Club, Darlow Smithson and Mediahouse.'

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PROGRAMME

WEEK ONE 10:00 – 16:00

Week 1	Project	Tutor	Location
Monday	Welcome to LCC and tour of the college. Tutor meet student	LCC Short Course Team	LCC Lecture Theatre
Monday	Game Design Fundamentals / Project brief	Zhan Gurskis	LCC Classroom
Tuesday	History of Game Design	Zhan Gurskis	LCC Classroom
Tuesday	History of Game Design	Zhan Gurskis	LCC Classroom
Wednesday	Psychology in Games Design	Zhan Gurskis	LCC Classroom
Wednesday	Psychology in Games Design	Zhan Gurskis	LCC Classroom
Thursday	Exhibition visit (National Museum, London)	Zhan Gurskis	Off Site
Thursday	Exhibition visit (National Museum, London)	Zhan Gurskis	Off Site
Friday	Game Concept Development/ Documentation	Zhan Gurskis	LCC Classroom
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WEEK TWO 10:00 – 16:00

Week 2	Project	Tutor	Location
Monday	Introduction to 3D Modelling and Animation. Workshop on the principles of 3D Animation.	Florian Stephens	LCC Classroom
Monday	Introduction to 3D Modelling and Animation. Workshop on the principles of 3D Animation.	Florian Stephens	LCC Classroom
Tuesday	3D Modelling, Dynamics and Character Animation workshop.	Florian Stephens	LCC Classroom
Tuesday	3D Modelling, Dynamics and Character Animation workshop.	Florian Stephens	LCC Classroom
Wednesday	3D Materials, Lighting and Rendering workshop	Florian Stephens	LCC Classroom
Wednesday	3D Materials, Lighting and Rendering workshop	Florian Stephens	LCC Classroom
Thursday	3D Character Anatomy workshop.	Angus Luscombe	LCC Classroom
Thursday	3D Character Anatomy workshop.	Angus Luscombe	LCC Classroom
Friday	Export 3d assets to unity	Zhan Gurskis	LCC Classroom
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WEEK THREE 10:00 – 16:00

Week 3	Project	Tutor	Location
Monday	Game Development in Unity - Introduction	Zhan Gurskis	LCC Classroom
Monday	Game Development in Unity – Introduction	Zhan Gurskis	LCC Classroom
Tuesday	Game Development in Unity – prototyping	Zhan Gurskis	LCC Classroom
Tuesday	Game Development in Unity – prototyping	Zhan Gurskis	LCC Classroom
Wednesday	Game Development in Unity – prototyping	Zhan Gurskis	LCC Classroom
Wednesday	Game Development in Unity – prototyping	Zhan Gurskis	LCC Classroom
Thursday	Game Development in Unity – playtesting	Zhan Gurskis	LCC Classroom
Thursday	Game Development in Unity – playtesting	Zhan Gurskis	LCC Classroom
Friday	Present Final Project	Zhan Gurskis	LCC Classroom
	Set up for exhibition		
Friday	14:00 Exhibition and graduation	Zhan Gurskis	LCC Gallery

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APPENDIX: LCC GRADING CRITERIA

Criteria	Fail -F	Marginal Fail – E	Pass - D	C	B	A
1 Research Systematic identification and investigation of a range of academic and cultural sources	Little or no information presented	Information presented does not relate sufficiently to the task; there may be evidence of rudimentary research	Adequate information has been gathered and documented from readily available sources applying standard techniques	Information is accurate, appropriately categorised and from a range of sources	Well informed judgements made of the relative value of connected information from a wide range of sources	Extensive independent research, accuracy, familiarity with the material, and sound judgements
2 Analysis Examination and interpretation of resources	Little or no evidence of examination of source material	Constituent elements may be incorrectly identified; analysis may be attempted but not justified	Key elements within relevant information are identified, but may lack accurate interpretation	Accurate interpretation of the relationships between constituent elements	Accurate interpretation and evaluation of relationships between elements	Accurate and perhaps personally based synthesis and evaluation of elements
3 Subject Knowledge Understanding and application of subject knowledge and underlying principles	Unable to evidence or articulate basic principles and knowledge related to the subject	Limited knowledge of the subject and its development	Evidence of understanding key aspects of the subject context, in current debates and / or historical background. References to some relevant movements / people	Accurate understanding of subject context. References to key movements and people	Accurate, extensive understanding of subject context. Evidence of appreciation of the relative significance of movements and people	Contributes to the subject debate by assimilating knowledge into a personal hypothesis (or elements of / the beginnings of one)
4 Experimentation Problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts	Little or no engagement with alternative ideas and processes	Unable to identify problems; does not understand the purpose of risk taking or exploration of alternatives	Operates within familiar and well established ideas, processes, media and / or materials; some evidence of exploration	Evidence of exploration of processes, media and materials; may lead to potential directions for future work	Evidence of conceptual risk taking / using own analysis to inform further cycles of inquiry and potential future directions	Unfamiliar conceptual territories may be explored
5 Technical Competence Skills to enable the execution of ideas appropriate to the medium	Execution demonstrates poor judgement and very limited command of	Uses limited rudimentary processes exercising little	Skills are adequate to communicate ideas; accepted conventions and procedures	Skills facilitate communication of ideas; evidence of checking / testing / finishing; conventions	Skills facilitate practice and the communication of ideas; full command of conventions	Idea and technique are unified. Discernment and judgement are evident. Technical /

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	techniques	judgements	are usually applied	and procedures are used consistently and appropriately	and procedures is evident	craft skills may have contributed to conceptual advances
6 Communication and Presentation Clarity of purpose; skills in the selected media; awareness and adoption of appropriate conventions; sensitivity to the needs of diverse audiences	Ineffective use of visual / oral / written communication conventions in the production and presentation of ideas	Partial lack of awareness and observance of conventions and standards; lack of clarity in structure selection and organisation of information; lack of awareness of audience	Conventions and standards are applied; structure is clear; information selection and organisation shows awareness of audience requirements and preferences	Communication media have been selected / used with good judgement; standards and conventions of use have been fully adhered to; decisions show awareness of the audience and the context	The nature and strengths of appropriate communication media have been exploited; information has been selected, organised and presented showing awareness of audience and context	Message and medium are unified with personal style; the communication is persuasive and compelling; it takes full account of diverse audience needs
7 Personal and Professional Development Management of learning through reflection, planning, self direction, subject engagement and commitment	Consistent lack of evidence of reflection or planning for learning. No awareness of personal strengths and weaknesses in relation to task	Sporadic evidence of reflection and planning for learning but not followed through consistently . Incomplete awareness of personal strengths and weaknesses	Evidence that reflection and planning have led to increased subject engagement and commitment. Developing an awareness of strengths and weaknesses	Evidence that a cycle of reflection and planning has been iterative and productive. Actively works to develop strengths and mitigate weaknesses	Reflection and planning is self directed, iterative, habitual and evidenced clearly. Strengths have been built on, weaknesses have been mitigated	Takes full responsibility for own learning and development through iterative cycles of well articulated purposeful analysis and planning, supported by extensive evidence
8 Collaborative and / or Independent Professional Working Demonstrates suitable behaviour for working in a professional context alone or with others in diverse teams	Does not collaborate with others; unproductive working alone; shows no knowledge of related profession	Collaborates reluctantly; struggles to produce work alone; has unrealistic view of professional life	Awareness of main standards required of relevant profession. Able to work both collaboratively and independently	Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. Productive when working in a team or working alone	Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. May work well in a team, provide effective leadership, and demonstrate a well rounded profile working alone	Integrates a sense of own identity productively into real or simulated professional situations. Can work comfortably as a team member, in a leadership role, or alone