Glasgow School of Art Course Specification
Studio 1 – Exploring Digital Practice

Image credit: Veliko Ivanov, Courtney McGilp, Tyler Winters, BSc Immersive Systems Design (2022)

Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2025-26 Academic Year.

Course Code	HECOS Code	Academic Session
UISD105		2025-26

Course Title	Studio 1 – Exploring Digital Practice
Course Contact	Fraser Dougan

Credits	20
SCQF Level	7
When Taught	Stage 1, Semester 2

Associated Programmes	BSc (Hons) Immersive Systems Design
Lead School	School of Innovation and Technology (SIT)
Other Schools	N/A
Date of Approval	PACAAG April 2025

Course Introduction

This course introduces students to the conceptualisation and development of processes for the production of a digital game. In this course students will study the core components of game design and explore essential elements of the player experience towards developing a short, diorama-based digital game. Throughout the development of the game, students will learn about creative collaboration, game development production stages, the games industry, 3D and programming practices and deployment techniques. The skills and knowledge taught in this course will further develop throughout the programme as student incorporate digital experience design and immersive systems (including game applications) as part of their creative process in their chosen disciplines and study pathways.

Course Aims

The overall aim of the course is to support students in developing a clear understanding of the development stages for digital game production within the context of established games industry approaches (e.g., collaboration, pre-production, production, deployment) and integrate a range of beginner to intermediate 3D and programming techniques, further developing their creative practice and learning in these areas. In this course, students are tasked with developing concept work and documentation for the production for a digital game.

Course Intended Learning Outcomes

By the end of this course students will be able to:

1. Use a range of the basic disciplinary skills to design and develop an interactive 3D experience using a game engine and a 3D modelling package
2. Organise and collaborate on a team based interactive 3D project, taking into account own and other's roles and responsibilities
3. Apply effective digital asset management practices
4. Demonstrate an overall appreciation of the historical, theoretical and cultural context of game design
5. Communicate game design concepts for a group based interactive 3D project in well structured and coherent documentation.

Indicative Content

The class material introduces students to the foundations of game design, game conceptualisation, play design and game production.

Indicative content includes:

- Developing a game concept and a game design
- Iterative game development process
- Design verification
- Game pitching and presentations
- Collaborative workflows in game development
- Heuristics and affordances in games
- Understanding Play
- Games in/for society
- 3D modelling and animation for game assets
- Asset management, development and integration
-

Description of Learning and Teaching Methods

This course and its programme are situated within a contemporary Art School environment and self-directed studio activities and initiatives. These have a strong component of **individual student learning** contributing to the discovery and development of self and the discipline of study. As such briefs tend to be opened to interpretation and require students to critically reflect on the nature of their creative response and individual learning.

Lectures and seminars are used to disseminate theoretical, contextual and historical knowledge and address specific issues underpinning practical work. Lectures also have the broad aim of generating further debate in seminars, tutorials or further enquiry in self-directed learning or research.

Labs, Tutorials, Workshops, and Practical sessions provide students with hands-on experience. These sessions usually follow or relate to lectures and take place in computer laboratories as practical classes. Lecturers/Demonstrators will be on-hand during the sessions to help students and answer their questions. Tutorials vary between individual student-tutor tutorials, group tutorials and workshops. These provide opportunities for scaffolded problem solving and discussion, and for broader discussion of the programme themes and topics.

Input from **visiting lecturers and guest speakers** enable students access to, and understanding of, relevant contemporary practice, research and commercial contexts, practices and expectations. These curricular activities contribute to aid students in developing their own professional practice and prepare for employment.

Supervised GameJams/Hackathons provide Immersive Systems students with thematic technology focussed exercises where students work in groups to engage intensively in game or interactive technology development.

This course is supported by a virtual learning environment tool (Canvas) for the dissemination, discussion and access to relevant course information, and signpost to other relevant teaching and learning platforms used by GSA.

Indicative Contact Hours	Notional Learning Hours
20	200

Description of Formative Assessment and Feedback Methods
Students are supported in their learning through a range of formative assessment activities as they progress through the course. These include: • Engagement in a range of peer review activities • Regular feedback from tutors through in-class discussion and question and answer activities • Written or verbal feedback from tutors on work in progress • Formal review point halfway through the course

Description of Summative Assessment arrangements
Summative assessment aligns with the learning outcomes of the course and is directly applicable to the student's individual and chosen pathway of study. Assessment is designed to support students to reflect upon their digital art practice, allowing them to not only demonstrate their learning through assessment, but also meaningfully apply their learning to their practice and developing their creative-practitioner identity. Students will be assessed on their ability to contribute technically and conceptually to a team-based game development exercise through the development of a game design document and the technical implementation and deployment of a short digital game. All formative and summative work for this project is team based, with a single group grade awarded for all members. This is to allow a safe environment encouraging intrinsically motivated collaboration. Where possible this also allows group members to focus on specialisms. Much of the indicative content also covers methods of effective collaboration and established workflows to assist learners in productive and efficient group work. Submissions will be assessed and moderated in line with the Code of Assessment. Reassessment opportunities where a student has not passed the course are outlined in the Code of Assessment.

Description of Summative Assessment Method	Weight %	Submission week
Game Design Documentation (collaborative)	30 **%**	Week 8
3D Diorama-based game (project + build, collaborative)	70 **%**	Week 12

Exchange/Study Abroad	
Can this course be taken by Exchange/Study Abroad students?	No
Are all the students on the course taught wholly by distance learning?	No
Does this course represent a work placement or a year of study abroad?	No
Is this course collaborative with any other institutions?	No
If yes, then please provide the names of the other teaching institutions	

Reading and On-line Resources

The course indicative Reading and on-line resource list is accessible via Resource Lists.
This list will be reviewed and updated annually to reflect course content and subject developments.