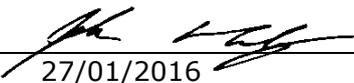




Re-imagining our curriculum  
Consolidating the First Year Experience

Prototype Project Updates:

January 2016

<b>General Details</b>	
<b>Project Title</b>	<b>Creative Bootcamp</b>
<b>Name of Main Applicant</b>	John Healy
<b>Position Held</b>	Course Chair BA Game Design
<b>College</b>	College of Arts and Tourism
<b>Tel. Number</b>	01 4023269
<b>Email</b>	john.p.healy@dit.ie
<b>Names of any co-applicants (&amp; colleges they are based in):</b>	Owen Harris – owen.harris@dit.ie (College of Arts and Tourism) Hugh McAtamney – hugh.mcatamney@dit.ie (College of Arts and Tourism)
<b>Signed</b>	
<b>Date</b>	27/01/2016
<b>TU4D Theme (Please tick)</b>	
<input checked="" type="checkbox"/> Induction/early orientation <input type="checkbox"/> First 5,6 or 7 weeks; <input type="checkbox"/> Peer mentoring <input type="checkbox"/> Assessment and feedback; <input type="checkbox"/> Graduate Attributes <input checked="" type="checkbox"/> Students/ autonomous self-directed learners, <input type="checkbox"/> Learning spaces – virtual & physical <input checked="" type="checkbox"/> Alternative Curriculum models	
<b>Summary of Prototype project</b> (max 200 words)	<p>Following from the work being carried out as part of Idea Camp 2015(<a href="http://www.ideacamp.ie/">http://www.ideacamp.ie/</a>) the course team for DT508 – BA in Game Design proposed to extend this learning model. This formed the basis of a structured induction process that took place throughout the first semester.</p> <p>Students were engaged in an induction process that focused on developing students as independent learners and supporting the transition to higher education by helping to build a positive local milieu within the programme.</p> <p>The formal aspects of the induction were spread across five days during which the students engaged in open, creative activities such as improve classes, free play, peer mentoring and studio visits. Students were provided with regular opportunities to interact with staff and students and were invited to pose questions about the course and DIT in an open manner.</p> <p>The overall goal of the project was to provide students with a welcoming environment during their transition to DIT as part of a more active induction process.</p>
<b>Project dates</b>	September 14 <sup>th</sup> to December 18 <sup>th</sup>
<b>Main proposed original project outputs for the TU4D</b> (max 100 words)	<ul style="list-style-type: none"> <li>• Engaement with the Irish game development community</li> <li>• A short paper will be submitted for publication in The Irish Journal of Academic Practice (IJAP) in 2016</li> <li>• Project updates/report for TU4D</li> </ul>
<b>Project outputs including any</b>	Early outputs from the project have been encouraging; in particular student retention has been over 90%, well above expected levels

<p><b>evaluation data</b> (max 300 words, data to be included in an appendix but can be summarised here)</p>	<p>for a new programme. Student feedback form the process included the following statements:</p> <p><i>"It really felt like the lectures wanted us to succeed, and they always were available to help and support. They weren't there to find faults, but rather to help improve"</i></p> <p><i>"Fun,Creative, very engaging"</i></p> <p><i>"I was having so much fun in the course that I failed to take things seriously."</i></p> <p>For the prototype implementation the programme team are encouraged by the early results and anecdotally have observed strong levels of student engagement across all modules. In addition to this the process has helped to develop the local milieu on DT508. The peer mentoring (second year buddies) in particular has provided an opportunity for both cohorts to develop an identity as Game Design students within the school of media.</p> <p>The students have been exposed to a diverse spectrum of digital and physical games over the course of semester one. It is hoped that this exposure will encourage students to fully explore the range of the medium during their studies on DT508.</p> <p>Lastly, an unexpected outcome of the project has been the raising awareness of the programme within the wider game development community both in Ireland and internationally. Through encouraging students to attend industry events and bring their games they have become part of a larger community.</p>
<p><b>Lessons Learned</b> (max 200 words)</p>	<p>One of the key lessons learned form this process has been that the value of lecturer participation has been the single most effective aspect of the project. Through voluntary contributions staff have been there to support students and this has helped to create a very positive dynamic between students and lecturers on DT508.</p> <p>The duration of the project has allowed a range of voices emerge from the class, not just the extroverts or most vocal students. This has been reinforced by the "no wrong questions" approach that has been taken on the course.</p>



**Figure 1: Students playing board games as part of the Creative Bootcamp project.**

The investment in course materials made possible through the funding provided will allow many of the activities be run on an annual basis within minimal up-keep costs.

Another important aspect has been the confidence building aspect of encouraging and supporting students to develop their confidence and an understanding of their place within the wider game development community.

**Next stage**(max (max 200 words)

If you haven't already done so, how do you plan to evaluate your prototype project (please include at least one evaluation method and nature of data to be provided to the TU FYE working group)

While early feedback has been gathered a questionnaire will be developed in order to gain a broader and more comprehensive set of data to identify the efficacy of this approach.

How do you plan to develop /implement your project outputs/findings over the next months? (please reference possible future funding applications and/or change to your practice)

The intention of the programme team is to formalise the induction process in order to run it in subsequent years. This will involve identifying the most successful aspects and developing an induction programme within