DH2650 VT2023
Course analysis

Data:
There were 55 students that were organized in 12 teams, based on the self-reported skillsets in the pre-course survey.

We had 17 events: lectures, guest lectures, presentations and supervisions. Guest lectures were from Resolution Games, Ubisoft, and Avalanche Studios.

All events were conducted in hybrid format in the Visualization Studio.

The lectures from KTH were primarily on the logistics of the course, the foundational aspects of how to run a game design project.

Comments:
The students reported that the guest lectures, presentations/feedback and the supervision group by group were the most rewarding.

The final presentations, where all the 12 new games were presented in the dimensions of concept, target group, tech and business, was extremely successful. It's clear that both the tools and the student's ability to use them, together with the relevant methods, have improved a lot over the years. The final demos are in most cases very mature and the adjoining documentation is, in general, very thorough and to the point.

The deliverables in the course are: a full GDD (game design document) in the aforementioned dimensions, a demo/vertical slice, and a website. They also do a final presentation, and a number of status updates before that. The students report that the deliverables make sense and align with the learning goals.

In general, the students report that they spend more time in the course than what the credits mandate. I do believe that's the case for most, but not all. There are a couple of strong motivators for the students:

- they want to do well and produce something they're proud of and can include in their portfolio
- they want to do well compared to others, there's a degree of competition between the teams
- they want to meet people from the industry
- they really want to get firsthand experience in making games with a "proper" team

Improvements:
In general, the course runs well. The teachers are updated on the current technologies and games and there's a strong push from the students to contribute, to use 'the intelligence of the crowd'. The guest lectures from the industry are highly appreciated, so they should at least be on this year's level (from three companies).

Some students would like some more “theory” on game design – not only the somewhat anecdotal lecture on the history of digital games and the example-based seminars and feedback sessions alongside presentations. The course responsible will see if he can put together a lecture that can make sense, for example based on development principles over the last decades, a run-through of different genres, as well as going through different player types. The primary motive would be in order to establish a common set of terminology and definitions.